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ABSTRACT

The New York State core curriculum for English as a second language (ESL) in the secondary schools, which is a recommended minimum inventory of areas to be covered, is presented. The curriculum is divided into four instructional levels: beginning, intermediate, advanced, and transitional. At each level, language skills are further subdivided into the areas of listening and speaking, grammatical structures, vocabulary, reading, and writing. The organizing principle of the ESL core curriculum is grammar. Additional information on cultural and functional topics of use to the instructor at each of the four levels of instruction is included. In addition to the listing of specific skills, examples, word lists, and a list of instructional goals are provided for the six categories of phonology, syntax, vocabulary, reading, writing, and culture. An overview concerning the use of the ESL approach and the New York core curriculum is included. Appended materials include: (1) a list of the sounds of English that may be referred to when planning oral practice activities; (2) sample of forms to be used by the instructor and the supervisor; (3) a glossary of technical terms; (4) regulations and guidelines for New York State funding for instructional programs for limited-English-proficient students; and (5) requirements for New York State certification in ESL. (SW)

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THE NEW YORK STATE CORE CURRICULUM FOR ENGLISH AS A SECOND LANGUAGE IN THE SECONDARY SCHOOLS

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CONTENTS

	Page
Acknowledgements	iii
Guide for the New York State Core Curriculum for English as a Second Language in the Secondary Schools	1
Introduction	1
A Definition of English as a Second Language	2
Establishing a Program of English as a Second Language	4
How to Use the New York State Core Curriculum	8
New York State Core Curriculum for English as a Second Language in the Secondary Schools	15
Beginning Level	17
Instructional Goals	17
Listening and Speaking Skills	18
Grammar	22
Vocabulary	31
Reading Skills	37
Writing Skills	38
Intermediate Level	41
Instructional Goals	41
Listening and Speaking Skills	43
Grammar	46
Vocabulary	52
Reading Skills	56
Writing Skills	57
Advanced Level	59
Instructional Goals	59
Listening and Speaking Skills	61
Grammar	67
Reading Skills	72
Writing Skills	74
Transitional Level	77
Instructional Goals	77
Listening and Speaking Skills	79
Grammar	85
Reading Skills	86
Writing Skills	88
Cultural Topics	91
Language Functions and Contexts	94

Page

Appendices

A. Phonology 97
B. Sample Forms 99
C. Glossary 103
D. Chapter 827 Legislation 107
E. New York State Certification Requirements for Teachers of English as a Second Language 109

INTRODUCTION

As a result of a demonstrated need throughout the State for a basic core curriculum for the teaching of English to speakers of other languages in both bilingual and nonbilingual programs in the secondary schools, a task force was formed to develop the New York State Core Curriculum for English as a Second Language in the Secondary Schools.

The ESL Core Curriculum is a recommended minimum inventory of areas to be covered at each of four levels of instruction: beginning, intermediate, advanced and transitional. Successful completion of the English as a second language (ESL) program as outlined in the ESL Core Curriculum will assist the student in passing the requisite New York State Regents competency tests.

The task force for the development of the ESL Core Curriculum was drawn from all regions of the State. The expertise of the members included experience in the teaching and/or administration of bilingual and ESL programs at the elementary and secondary school levels, experience at the university level in bilingual/ESL teacher-training and direct experience in the development of ESL curricula.

This publication includes, in addition to the ESL Core Curriculum, an explanation of ESL, suggestions for administrators and teachers on instituting ESL programs in the secondary schools, instructions on the use of the ESL Core Curriculum, a glossary of terms and other pertinent information.

For further information on ESL and bilingual education and for technical assistance on the use of this curriculum, please contact your nearest regional office of the Bureau of Bilingual Education:

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A DEFINITION OF ENGLISH AS A SECOND LANGUAGE

English as a second language (ESL), also referred to as English to Speakers of Other Languages (ESOL) is a specific discipline. (Since ESL is currently the most frequently used term, it will be applied throughout this document.) The teaching of English to limited English proficient students is not to be confused with simply teaching in English or the teaching of English to native speakers of that language. ESL is a component of every bilingual program, along with instruction of content areas in the student's native language.

In order to effectively implement an ESL program it is essential that qualified staff, either bilingual or ESL only, with specific training in the teaching of English as a second language be utilized. New York State teacher certification in English as a second language specifies the requirements for the teacher of ESL. These requirements can be found on page 109 of this document.

Basis for an ESL approach in curriculum implementation.

An ESL approach is one in which the teacher is sensitive to the student's first language and culture and one which allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of the language in a spiralling fashion. No other instructional approach to English language development is advocated.

An ESL approach to English instruction recognizes that English is not the native language of the student. An ESL approach, consequently, is distinguished by its attentiveness to problems in English confronted by nonnative speakers of the language. It can further be characterized by its frequent attention to how the native language of the student compares and contrasts with English. In all cases, an ESL approach stresses the primacy of oral skills in the development of overall communicative and linguistic competence in understanding, speaking, reading, and writing English. Communicative and linguistic competence in English may be defined as the ability not only to communicate effectively with speakers of English, but also to use the language proficiently within the standard conventions of its spoken and written forms.

Assumptions for the use of an ESL approach.

The ESL learner, at whatever age he or she enters a school where English is the dominant language, must begin by developing those basic linguistic skills in English which are usually learned by native speakers of English at an early age. These skills may include: learning a new alphabet and sound system; learning to read and write a language which is written in a horizontal, left-to-right pattern; learning a new number system with its accompanying terminology, learning fundamentals such as colors, the weather, telling time, names of parts of the body, and so on. It cannot be assumed that the ESL student has a grasp of this information in English.

If the ESL student already has the ability to read and write in the native language this will, of course, accelerate the process of learning English as these skills are transferred to English. The instructor is urged to keep in mind the fact that language skills are developed sequentially, and that the elements of English should be identified and taught in their order of difficulty.

Any of the several ESL methodologies, or a combination of two or more, may be employed in the teaching of the ESL Core Curriculum. No one methodology is being recommended, as this is left to the discretion of the instructor and the administrator.

Some of the prevailing methodologies are:

Audio-Lingual - stresses the listening and speaking skills, with reading and writing to follow after the student has achieved a specific level of oral competence in English. This approach is characterized by the teacher as the model and the students repeating the units of language and thereby forming new "habits." This approach is usually grammatically based.

The Silent Way - places the responsibility for learning on the student, rather than stressing the teacher's role as a model. Color-coded charts are used to assist the learner in the visual recognition of the sounds of the language, and colored rods are used to "build" grammatical units, to represent vocabulary, and to help the student with a visual representation of the parts of speech. Most of the language is elicited from the student with a minimal amount of speaking or "modeling" on the part of the instructor.

Community Language Learning - based on Counseling Learning, utilizes a small-group approach, and an instructor ("knower") who "guides" the students. Reading and writing are integrated into most lessons almost immediately, since one technique common in this approach calls for the students' utterances to be tape-recorded and later transcribed on the blackboard to form the basis of the lesson. In the early stages, the instructor may translate for the student and uses whatever ideas and information are important to the student at a given time.

To reiterate, no one methodology is being advocated. The ESL Core Curriculum is to be used as a guide to ensure that the vocabulary, structures, phonology and cultural information included in the curriculum are taught, regardless of method employed.

Only an instructional program that is intensive, in all senses of this word, can be expected to help limited English proficient students attain communicative and linguistic competence in English in the time allotted for a secondary school program. Instruction must be thorough, concentrated, emphatic, and accelerated. The ESL Core Curriculum provides for just such instruction.

The learner has achieved communicative and linguistic competence in English when he/she is able to communicate freely in the spoken and written modes of standard English with native speakers of English, within and outside of the school setting. The ESL Core Curriculum takes into account that during intensive English language instruction, maturation processes, as well as affective and cross-cultural variables, play an important role in the learning success of students.

ESTABLISHING A PROGRAM OF ENGLISH AS A SECOND LANGUAGE

The New York State Core Curriculum for English as a Second Language in the Secondary Schools is designed to assist school districts in the teaching of ESL, but not to replace learning in the content areas, which can best be accomplished through a program of bilingual education where a student receives instruction in the native language.

If a bilingual program is not feasible, ESL should be a function of the total curriculum, with the teaching of the vocabulary and concepts of the content areas (science, mathematics, etc.) accomplished through an ESL approach. For this reason, ESL teachers should work in close coordination with content area teachers.

The Students

Entry into the Program

Students should be identified as limited English proficient (LEP) upon entry into the secondary school. According to the Part 154 Amendment to the Regulations of the Commissioner of Education Section 154.2(a) LEP students are identified as:

> "Pupils with limited English proficiency shall mean pupils who by reason of foreign birth or ancestry, speak a language other than English, and
>
> (1) Either understand and speak little or no English; or
> (2) Score below the statewide reference point or its equivalent on an English language assessment instrument approved by the commissioner."

The Guidelines that accompany the Commissioner's Regulations further state that; "Districts must identify all students of foreign birth or ancestry who speak a language other than English. Students' ancestry or place of birth can be determined by reviewing their school records or transcripts, where these are available. Districts may also obtain this information by interviewing parents in their native language or by asking parents to respond to a written questionnaire. The questionnaire should be in a language understood by the parents."

Placement

Students should be placed in the appropriate level of the ESL Core Curriculum. Since most existing tests of ESL are not based on the inventory of skills in the ESL Core Curriculum, teachers and administrators should develop a procedure to place students correctly, until such time as the New York State Test of English as a Second Language becomes available.

Grouping

Once a diagnosis of the students' level of proficiency has been determined, every effort should be made to group pupils as homogeneously as possible based on ESL level, learning style, proficiency in their first language, and rate of progress. This grouping will allow students to proceed at their own pace while the instructor designs an instructional approach that is appropriate to the interests and aptitudes of the students. This grouping should be for ESL classes only.

Grouping should be flexible. When evaluation of a student's progress indicates that a change in group will be beneficial, the required reprogramming should take place.

Individualizing Instruction

The ESL program must meet the needs of students at all levels of language proficiency and it is expected that the instructor will individualize as much as possible.

Most secondary school students will be literate in their native language; however, special attention must be given to the teaching of basic literacy skills for those students who are in need of it, during the ESL instructional period.

The "English-fluent" student: The ESL program must also make provision for the LEP student who can communicate "fluently" in English but with such poor grammar and such a limited vocabulary and grasp of cultural concepts that he/she cannot function successfully in mainstream English instruction. This type of student requires development in the four skills, but with an emphasis on standard English grammar and on reading and writing. The "English-fluent" student in the ESL program has little trouble expressing feelings and ideas so as to be understood by the native speaker of English and can, in turn, understand a great deal of spoken English. However, this type of student clearly lacks linguistic competence in English because of an inability to speak without numerous errors in grammar and English usage. In addition, the mistakes made are usually not those of a native speaker of English, but of someone experiencing a great deal of interference from another language system.

In some cases, the "English-fluent" LEP student in the ESL program may be functionally illiterate. It is necessary to provide this student with ESL instruction that emphasizes the development of reading and writing skills. He/she will also require grammar and vocabulary exercises to improve reading ability. Traditional oral English exercises and drills are not useful with "English-fluent" students. However, role-playing and the dramatization of skits are activities that can lead to improvement of verbal skills. Writing, as well as reading reinforcement of oral activities, should be provided.

The "English-fluent" student in the ESL program will most often require ESL instruction above the beginning level, where emphasis is placed on the development of oral skills in English. Nevertheless, this type of student may still require practice in the grammar taught at the beginning level. This can be accomplished through written exercises and individualized instruction. For the most part, the ESL program can use the English fluency of students to good advantage by providing instruction aimed at the intensive development of reading and writing skills. The "English-fluent" student can in this way quickly add linguistic competence to his/her communicative ability.

The reading and writing-proficient student: While some students appear to have oral language skills, but lack the ability to read and write English, others may have had prior instruction in English (in their native country), which stressed reading and writing, but excluded aural/oral skill development. These students may even do well on standardized tests, yet cannot understand oral instructions or respond orally in class. Provision must be made for such students in the ESL program.

The Teachers

In general, the teacher of ESL should have a good working knowledge of linguistics, particularly the structure of the English language, and ESL methods and materials. In addition, a sensitivity to the needs of language minority students, their cultures, and the difficulties they might encounter when functioning in two cultures is essential.

For the Commissioner's Regulations on ESL certification requirements please refer to the appendix of this document.

Instructional Materials

Commercially produced texts and supplementary instructional materials are available from more than 100 different publishing companies for use in bilingual/ESL programs. ESL series, in particular, are usually accompanied by excellent teacher's manuals. There is a resource library of bilingual and ESL materials in the Albany regional office of the Bureau of Bilingual Education. Annotated bibliographies of many of the materials on display in the library are available from the Bureau.

Organization

The ESL program should include the four levels of instruction of the ESL Core Curriculum: beginning, intermediate, advanced, and transitional. The amount of time necessary for the completion of each level will vary from program to program. However, a *minimum* of two periods of ESL per day are suggested for the beginning student of ESL.

ESL instruction is provided to individual students at the level most appropriate for them. A student, thus, may enter the program at any of the four levels. However, each student must demonstrate mastery of the instructional objectives of a level before moving into the next higher level.

Scheduling the Program for LEP Students

The more periods per semester the students receive, the greater the intensity of instruction, and the sooner they will be able to benefit from English language content area study.

It is important to balance the time a student spends in ESL with the time needed to obtain the credits required for graduation. In bilingual programs the students may be earning credit by studying content area subjects such as mathematics, science and history in the native language. In classes where bilingual content area study cannot be provided it is advisable to provide more extensive and intensive ESL instruction. The students will then be able to successfully participate sooner in classes that will earn them credits toward graduation.

Evaluation of Student Progress

As discussed previously, initial screening and careful placement of students are essential. In addition, student progress must be assessed on an ongoing basis. Until official tests are developed, based on the Core Curriculum, it will be the responsibility of the program and the teachers to develop daily and weekly tests, and tests for each level to assess progress and modify instruction.

As in the overall school program, any student who repeatedly shows little or no progress should be tested by a school psychologist. The psychologist should be fluent in the native language of the student or should be assisted by a qualified interpreter.

Coordination With the Overall School Program

While the LEP students are progressing through the ESL Core Curriculum and receiving content area instruction in the native language or through an ESL approach, it is important to provide them an opportunity to interact with students in the overall school program, in classes such as music and art. Students should also be encouraged to join their English-dominant peers in extra-curricular and other school activities.

Because many staff members of the school will come in contact with LEP students, the school needs to provide inservice training in the nature and objectives of the ESL program. All staff members should be sensitized to the educational, psychological, cultural and social needs of LEP students and to how these needs are best met.

Parental Involvement

Parents should be consulted during the student's initial placement phase and should be kept informed, in their native language, of their student's progress throughout the ESL program. Parents should also be encouraged to maintain close contact with school personnel, and to serve on parent committees where these are available.

HOW TO USE THE NEW YORK STATE CORE CURRICULUM

The primary objective of the English as a second language program is to enable the learner to achieve communicative and linguistic competence in English.

Skills and Areas of Instruction of the ESL Core Curriculum

The ESL Core Curriculum has been divided into four instructional levels: beginning, intermediate advanced and transitional. At each level, language skills have been further subdivided into the areas of listening and speaking, grammatical structures, vocabulary, reading and writing.

The organizing principle of the ESL Core Curriculum is syntax (grammar), since this is the approach most frequently employed in ESL programs and texts currently in use.

Additional information on cultural and functional topics of use to the instructor at each of the four levels of instruction is included. The instructor is urged to refer to these lists frequently when planning lessons.

To reiterate, the ESL Core Curriculum establishes minimum requirements, and is by no means exhaustive. The instructor is encouraged to further supplement the items included in the curriculum according to the needs of the students.

The Four Instructional Levels of the ESL Core Curriculum: Beginning, Intermediate, Advanced and Transitional

The guide outlines four levels of ESL instruction: beginning, intermediate, advanced and transitional. Two semesters of a 180-day school year are assumed per level. A minimum of two periods of ESL instruction a day at the beginning, intermediate, and advanced levels is also assumed. Instructional objectives for the four levels form a continuum from the beginning through the transitional level, which is construed to be the stage of English language development just prior to acquisition of the communicative and linguistic competence necessary for regular academic English instruction without ESL support.

You will note that the Instructional Goals and Listening and Speaking Skills sections are the same for the advanced and transitional levels. However, these goals will be achieved, and skills will be taught, at a higher level of complexity to transitional level students.

The importance of the transitional level must be emphasized, since there is a danger of ignoring students' continued development, and exiting them from the ESL program prematurely. At the transitional stage, students are approaching the level of near-native competence but will still need additional help, particularly in writing skills.

The Four Major Linguistic Skills of the ESL Core Curriculum: Listening, Speaking, Reading and Writing

The ESL program focuses upon the four major linguistic skills: listening, speaking, reading, and writing. Attention to each of these constitutes an integral part of all ESL instruction as the student moves from lower to higher levels of language learning in the ESL program. The following sections describe some of the skills to be taught at each of the four levels of instruction, from beginning to

transitional. It is recommended that instruction progress from listening (understanding) skills to speaking, then reading and lastly writing. The skills of reading and writing are generally not taught until there is evidence of the student's oral/aural comprehension.

. LISTENING

Essential to the understanding of a new language is the ability to: a) hear the sounds of the language, b) discriminate between and among sounds, c) distinguish syllables, words, phrases, and sentences, d) recall that which has been heard, and e) interpret that which has been heard. These skills are basic to comprehension of the messages conveyed through language. Their mastery is critical for students whose ultimate goal is to comprehend native speech spoken at a normal rate of speed. The ESL program includes activities conducive to the development of listening comprehension at the diverse proficiency levels of the students.

At the *beginning level.* the complete phonological code is introduced to permit understanding of basic vocabulary and syntax. A contrastive analysis between the student's home language and English is usually helpful to the teacher at this point in order to anticipate the sounds which are likely to cause difficulty. At this level, students are expected to understand the daily discourse of the ESL classroom.

At the *intermediate level,* students begin to understand information imparted in a wider range of speech situations, such as understanding spoken instructions about school routines and conversations on the telephone. Attention is placed on developing the skills of interpretation and extended recall.

At the *advanced level,* students must learn to understand spontaneous English generated in a variety of situations. They must be able to comprehend and interpret not only the language of their teachers, neighbors, and peers, but also the variants of English spoken by others with whom they come in contact in the community at large.

At the *transitional level,* students must begin to understand English at a native-like level in all school and nonschool situations experienced. Although the listening (and speaking) skills sections are the same at the *advanced* and *transitional levels,* it is assumed that the same skills will be taught, and practiced, at a higher level of complexity in the *transitional* section.

. SPEAKING

The ESL Core Curriculum reflects the understanding that language is a social phenomenon which allows an individual to obtain information, explain feelings and ideas, and exchange all manner of linguistic communication with verbal accuracy. The specific phonological, lexical, and structural elements included in the curriculum are based on the student's need to function competently and with success in the English-speaking school and community.

Students should be given ample practice in speaking through language drills on English sentence patterns, through dialogues and role playing, and through other ESL activities that help students learn how to express themselves orally. Upon completion of the ESL program, they should have a command of English permitting them to speak effectively and with self-confidence.

Grammar

The learner is expected to practice English sentence structures from the first day of ESL instruction, since the curriculum is organized around English syntax. Along with instructional objectives for phonology, every ESL lesson at the *beginning level* must include instructional objectives for grammar. Oral English exercises, which at this stage of ESL take up the greatest part of classroom instruction, lend themselves well to the simultaneous practice of phonology and grammar.

Attention to both phonology and grammar continues at the *intermediate level*. Grammar, however, requires a much greater part of each lesson, since it is a much larger system than phonology and takes longer for the learner to master. A great deal of practice for skills development in grammar must be provided the student at this stage because of the learner's need to master increasingly more complex English syntax. Control over the basic structures of English must be established at this level if control over the syntactic transformations of higher levels of ESL is to be achieved at the advanced and transitional levels.

At the *advanced and transitional levels*, students continue to use the linguistic forms they have learned in actual communicative situations, spontaneously and accurately.

Vocabulary

At the *beginning stage* of ESL, instructional attention to vocabulary is devoted to words that tend to promote the learning of sentence structures, and to survival skills.

Vocabulary is given increasingly greater attention as the learner begins to require more words and expressions for his/her expanding English language experiences. Such increased attention begins at the *intermediate level*, when reading and writing activities continue to reinforce oral language experience, but are no longer limited to it. Greater demands are made on the student's ability to understand the meaning of words in reading passages with unfamiliar content. Also at this level, the learner must begin to relate more and more to experiences outside the classroom and the school.

At the *advanced and transitional levels*, the ESL program devotes a great deal of instructional attention to vocabulary because of the greatly increased reading and writing activities of students. The lexical items taught are determined as much by the motivations and interests of individual learners as by the vocabulary needs of native English speaking students of like age. A list of recommended vocabulary has *not* been included for students at the *advanced and transitional levels*. At these stages, *strategies* for understanding new words are of vital importance, rather than specific words. *Advanced and transitional level* students should be encouraged to use various methods for vocabulary building such as semantic associations, where students learn words in related groups: candle - glow - warm. Words can be introduced as they relate to the curriculum; common elements that have direct influence or meaning are particularly apparent in the vocabulary of the science and mathematics curricula. Students should also be encouraged to learn synonyms, and to look for alternative ways of expressing an idea.

Idiomatic expressions have a distinct and specific meaning, and are an essential part of vocabulary instruction. They rarely mean the same as (and are often contrary to) the individual meanings of the words that make up the expressions. Idioms present special learning problems. Although lists of idioms have not been provided beyond the beginning level, the instructor is reminded that instructional time must be provided for the teaching of idioms at each level. Idioms should always be taught in context and are best taught as they come to the students' attention in their daily conversations and readings.

. READING

The ability to read English is critical to the high school student's eventual long-term success in an English-speaking society. Since the reading problems of the LEP students are most directly related to their oral English proficiency, the ESL program must provide instruction which will enable the students to develop both their English oral/aural ability and their English reading skills. (If reading in the native language is highly developed, the transition to reading in English is made easily, as the student masters English structures.)

In an ESL approach to reading instruction, exercises are based on vocabulary and grammar already practiced orally, especially *at the beginning levels.* These oral language experiences are expressed in written dialogues, skits, and language experience charts narrating a story. Paragraphs, compositions, letters, and narrative reading passages are subsequently introduced.

At later stages of reading instruction in the ESL program, students are exposed to increasingly less controlled reading materials. Although the vocabulary and grammar of these reading selections continues to reflect the level of oral English development of students, the content goes beyond the direct English language experiences of the students. The reading of content area material, newspaper articles and literature is introduced. Specific reading skills are focused on for development. The student is required to move from literal comprehension of reading passages to interpretive understanding. Students eventually develop critical and evaluative English reading skills and are able to apply their reading ability in a problem-solving manner. (A student who is highly literate in his native language upon entering the ESL program should be able to read at a comparable level in English upon completing the ESL instructional sequence.)

Upon completion of the ESL program and mastery of the reading objectives of the ESL Core Curriculum, a student is expected to demonstrate the ability to read at a level which will enable him/her to participate effectively in all subject areas of the school's instructional program.

For illiterates, the ESL program serves as a literacy program. Care should be taken not to assume literacy skills. Literacy should be determined upon entry and correct placement of the student should be made.

. WRITING

Competence in writing is essential for effective participation in the secondary school program. Of the four linguistic skills, writing is the most complex and the most demanding for students. As such, it is the last skill in the order of development. Nevertheless, writing can be introduced from the very beginning of ESL instruction depending upon the methodology employed. The attention and emphasis placed on it increases as students progress to the more advanced levels.

At the *beginning level*, most students should be able to reproduce, in written form, the vocabulary and sentence structures they have learned orally. Basic capitalization, simple punctuation, and sentences, paragraphs, and brief compositions based on oral language experiences can be included at this stage.

At the *intermediate level*, written reinforcement of oral language practice continues. However, instruction begins to incorporate lessons focused specifically on the development of writing skills. These lessons reflect the needs of the student when outside of the ESL classroom and include letters, compositions, outlines, and reports. Attention is placed on mastering the mechanics of punctuation, understanding proper format, and organizing content.

At the *advanced level*, still more emphasis is placed on writing. Students must begin to write well-organized paragraphs based on guided composition exercises and on familiar topics of their own choosing. They must begin to recognize and use comparison and contrast, cause and effect, transitional words and phrases, and the sequence of events in paragraphs and narratives.

At the *transitional level*, the greatest part of ESL instruction will be devoted to writing. Every lesson aimed at English language practice or reading development should include a writing assignment. In addition, many lessons are strictly for writing skills development. Students are expected to demonstrate mastery in recognizing and using all punctuation signs, including the colon, semicolon, hyphen, dash, italics and underlining. They must begin to understand and use the conventions of English rhetoric, such as the selection and organization of composition elements in persuasive discourse. They must also learn to write sentences with complex structures.

Upon completion of the transitional level of ESL, the student will be able to undertake successfully the writing assignments of mainstream classes. The student may be ready to pass the Regents competency test in writing, and will be able to write for personal expression as well as for continuing education purposes.

Culture

Language is the key to culture. ESL students are learning not only the language but also the new and different cultural patterns that characterize life in the United States. ESL teachers impart both a new language and a new culture and must also be aware of the different cultural patterns that their students bring with them.

Greatest instructional attention is given to the area of culture at the *advanced and transitional levels* of ESL, after the learner has sufficient proficiency in phonology, grammar, and vocabulary to interact with native speakers in the school setting and in the English speaking community in general. At this point, the learner has a need for a deeper understanding of the patterns of behavior, values, attitudes, and traditions of English speaking Americans in order to function more securely and effectively in social situations and to judge for himself or herself the wide range of issues that concern the people of the United States.

Suggested cultural topics and language functions (including the contexts in which these language functions may be practiced) are included on pages 102 through 107 of this curriculum. The instructor is urged to refer to these sections at each level of the curriculum, and to include cultural objectives as an integral part of ESL instruction at all levels.

Suggestions for the ESL Teacher

1. The ESL teacher must *know* his/her students. Lessons will be structured in ways which best take into account the students':

   a. age
   b. maturity
   c. general aptitude
   d. proficiency in the first language (including understanding, speaking, reading and writing)
   e. rapid or slow rate of progress
   f. learning style
   g. cultural background

2. In planning a lesson, the teacher may ask, "What pattern am I going to teach?" The teacher should then choose the most appropriate techniques, action simulations, vocabulary items, visuals, etc. to ensure the students' successful mastery of the pattern. (Vocabulary and phonology are, therefore, learned in conjunction with grammatical patterns and not in isolation.)

3. Language structures should be presented and reinforced within the context of real situations normally encountered by students. The teacher should ask which in-school and out-of-school activities the students are experiencing. The lessons should then be planned around these experiences (by using dialogues, role playing, etc. based on these themes). The vocabulary selected will, to a large degree, be culled from the words needed for interaction in these situations.

4. Instruction must be sequential, progressing from the simple to the more complex.

5. Instruction should proceed from the concrete (laughing) to the abstract (happiness).

6. Whenever possible, tie-in's should be made with other subject areas. For example, when teaching numbers, mathematical tasks should be integrated into the lessons.

7. Special attention should be paid to imparting insights into the new culture. Remember, language is culture. For example, when teaching about time, discuss eating hours, school hours, bedtime, and other routine activities.

8. Speak only in English during the ESL period, unless a special difficulty which would entail very lengthy explanations by the teacher and frustration on the part of the student arises (and the teacher knows the native language(s) of the students).

9. Whenever possible, be sure that all students participate in each lesson.

10. *Do not* correct each and every error committed by the students. *Do* correct gross errors which interfere with communication and errors on the day's objectives. Be sure that students who commit such errors are given the opportunity to produce the correct responses.

11. Teachers must demonstrate sensitivity to and knowledge of the primary culture(s) of their students.

12. Use instructional materials specifically designed for ESL students. (For example, a phonetic approach to reading instruction as is used with native speakers of English is not the most effective technique for teaching reading to LEP students.)

13. Diagnostic testing to determine entry into the ESL program must be conducted by a person trained in the language assessment of LEP students.

14. Evaluation of LEP students should be conducted through the use of relevant testing materials, not with tests meant for native speakers of English.

15. The class size must be reasonable, and provide for grouping by levels and some individualized instruction.

16. The school must provide for coordination of ESL instruction with content area instruction and with the rest of the school program in general.

THE NEW YORK STATE CORE CURRICULUM FOR ENGLISH AS A SECOND LANGUAGE IN THE SECONDARY SCHOOLS

The ESL Core Curriculum is divided into four levels of instruction: beginning, intermediate, advanced and transitional. It is essential that students are assessed and that placement is made at the appropriate level of instruction.

Beginning and Intermediate

The beginning and intermediate levels each start with a list of *instructional goals* which are presented in six categories: phonology, syntax, vocabulary, reading, writing and culture.

In keeping with the order of instruction suggested in the Guide section of this document, *listening and speaking skills* are detailed first. *Grammatical structures* then follow, with a description and examples for use of each structure. Although the grammatical structures are presented in a suggested order, the instructor may wish to teach the syntactical items either in different order or, in some cases, more than one at a time. This flexibility is encouraged.

A list of *vocabulary* words follows. This is a recommended minimum list which was compiled by a statewide task force of ESL practitioners. It is based on the words most frequently needed and used by beginning and intermediate level students. The instructor is urged to add additional words as necessary, and to teach vocabulary in meaningful contexts, never in isolated word lists.

Reading skills come next, followed by *writing skills.* Although oral/aural comprehension must be assured first, it is essential that the instructor not overlook reading and writing activities even at the very beginning levels.

Customs, traditions and other aspects of the students' new *culture* should be incorporated into all phases of ESL instruction. Cultural topics have been included in pages 91 through 95 for teacher reference.

Advanced and Transitional

The advanced and transitional *instructional goals* also encompass the six categories of phonology, syntax, vocabulary, reading, writing and culture. *Listening and speaking skills,* and then *grammatical skills* follow.

You will note that lists of *vocabulary words* have not been included at these levels. In lieu of vocabulary lists the instructor is advised to continue teaching word attack skills which will be useful to the student in many different content areas. Approaches such as the study of words in related groupings: warm - candle - glow, are strongly encouraged by specialists in reading instruction.

You will also note that many of the skills included at the advanced and transitional levels were introduced at the beginning and intermediate levels. This is known as the "spiralling approach," where instructional items are introduced at the elementary levels and then reintroduced at more advanced levels, with a greater degree of complexity.

Reading skills and writing skills follow the grammatical skills section, and, once again, the instructor is urged to verify that oral/aural comprehension has been assured prior to reading and writing.

Immediately following the four levels of the curriculum are cultural topics and language functions and contexts. These sections provide the instructor with suggestions for the practical application of the language skills being taught. For example, the instructor can teach a grammatical structure, review new vocabulary and have the students practice oral as well as social skills as they role play asking someone for directions on how to get to the principal's office.

The appendices also include information which is vital to all four levels of the ESL Core Curriculum. Appendix A provides a list of the sounds of English which may be referred to when planning oral/aural practice activities. It is intended for teacher reference only. Appendix B includes samples of forms to be used by the instructor and the supervisor, and Appendix C is a glossary of technical terms, many of which are used in the ESL Core Curriculum. Appendix D provides regulations and guidelines for New York State funding for instructional programs for LEP students. Appendix E provides requirements for New York State Certification in ESL.

For additional information on the use of the ESL Core Curriculum please refer to the Guide section of this document, which precedes this section.

Beginning Level

BEGINNING LEVEL INSTRUCTIONAL GOALS

The following instructional goals have been identified as minimal requirements at the beginning level.

Although the instructional goals for grammar and vocabulary are presented as subsections of the listening and speaking categories, it is understood that the goals for reading and writing will also include the grammar and vocabulary items, once aural/oral comprehension is assured.

Listening and Speaking (including phonology)

1. The student will be able to discriminate and produce the vowel and consonant sounds of English and three basic intonational patterns, in sentences within his/her range of vocabulary and grammar.

2. The student will be able to comprehend routine classroom directions, word order in sentence formation, and other related items.

3. The student will be able to draw inferences and reach conclusions based on oral communication.

4. The student will be able to produce sentences, responses to questions, and connected discourse.

Grammatical Structures

1. The student will acquire functional competence in the use of the basic grammatical structures listed for the beginning level.

Vocabulary

1. The student will be able to understand and use correctly the words specified in the vocabulary list for the beginning level.

Reading

1. The student will be able to read silently a passage of at least two paragraphs in length, and demonstrate comprehension by responding to oral or written questions within his/her range of vocabulary and grammar.

2. The student will understand written directions.

Writing

1. The student will be able to write dictated paragraphs with correct spelling.

2. The student will write a guided composition of 1 to 3 paragraphs using coherent sequence, correct syntax and correct spelling.

3. The student will use correctly the basic punctuation marks of period and comma, as well as capitalization.

Culture

The student will acquire a knowledge and understanding of several of the aspects of his/her new cultural environment such as those specified in the lists of cultural and functional topics on pages 91 through 95 of this curriculum.

BEGINNING LEVEL LISTENING AND SPEAKING SKILLS

The following listening and speaking skills should be taught on a continuing basis, closely coordinated with the teaching of the vocabulary and grammar at this instructional level. It is especially important that the skills listed below be taught in context. You may wish to refer to the phonology section in the appendix of this curriculum for additional examples of phonetic symbols. A glossary of terms has also been provided in the appendix.

Skills	Examples
DISCRIMINATION AND PRODUCTION OF:	
1. All consonant sounds	sit
2. All vowel sounds	apple
3. Syllables	black/board
4. Consonant clusters (in beginning level vocabulary words)	
. initial	thing
. medial	father
. final	mouth
5. Minimal pairs (contrasting two specific sounds)	
. vowels	tie/toe
. consonants	look/book
6. Inflections for plurals and third person singular	
. plural/S/	students
. plural /Z/	hands
. plural/IZ/	glasses
. third person singular /S/	He works.
. third person singular /Z/	She knows the answer.
. third person singular /IZ/	Mary watches television.
7. Inflection for present participle	
. /ɪŋ/	John is sleeping.
8. Inflections for past tense verbs	
. /t/	He helped Maria.
. /Id/	She wanted a cat.
. /d/	They played ball.

Skills	Examples
9. Schwa sound /ə/ in words and word clusters	
. /ə/ in words	run
. /ə/ in word clusters	I'm a student.
10. Inflection for comparative suffixes	
. /ə/	Bill is taller than John.
. /ɪst/	Ed is the tallest boy in the class.
11. Intonation patterns (rising/falling)	
. statements	He is (he's) a teacher.
. commands	Take off your coat.
. questions with wh- words	Where are the students?
. tag questions	He's going, isn't he?
12. Intonation patterns (rising)	
. yes/no questions	Is Maria a student?
13. Stress	
. words	présent/présent
. compound words	bookcase
. sentences	
. Who?	I study in the morning.
. What?	I study in the morning.
. When?	I study in the morning.
COMPREHENSION OF:	
1. Routine classroom directions	Take out your notebooks.
2. Word order in a sentence	She is reading the book.
3. Agreement of subject and verb	Mary understands it.
4. Sentence transformation*	
. affirmative to negative	Maria is a student. Maria is not (isn't) a student.
5. Vocabulary words in context	I ate a hamburger, french fries and ice cream for lunch.

* For more complete list, see grammar section.

Skills	Examples
COMPREHENSION OF: (continued)	
6. Main idea, subject, action, object place, time,	John is going to play soccer in the park tomorrow.
. main idea	John is going to play soccer.
. subject	John
. action	play
. object	soccer
. place	in the park
. time	tomorrow
APPLICATION OF:	
1. Drawing inferences from connected discourse*	John is sitting down. He is writing in his notebook. The teacher is speaking.
. drawing inferences	Where is John?/John is in school. Is John speaking?/No, he is (he's) not. He is (He's) writing.
2. Reaching conclusions based on oral descriptions	It is (it's) cold. It is (it's) snowing.
. reaching conclusions	What season is it?/It is (It's) winter.
3. Following oral directions	Take off your coat.

*See glossary in appendix.

Skills	Examples
PRODUCTION OF:	
1. Sentences using the grammar, vocabulary and pronunciation (including intonation, rhythm and stress) presented at this instructional level.	I was not (wasn't) in class yesterday, because I was sick.
2. Utterances within the context of a conversation.	Whose book is this?/It is (It's) my book. Why is it here?/It is (It's) here because I forgot it yesterday.

BEGINNING LEVEL GRAMMATICAL STRUCTURES

The grammatical structures in the beginning level of ESL instruction have been listed in a traditional order of presentation. However, the ESL instructor may find an alternate sequence preferable according to the needs of his/her students and the specific textbooks being used, with one exception: Where certain items are listed in a sequence such as 1a, 1b, the instructor is strongly advised to teach those items in conjunction with one another.

The following structures have been identified as achievable objectives which will be tested in a New York State Education Department test of English as a second language.

Structures	Examples
1a. Verbs: TO BE (present tense) + noun	
. affirmative	Maria is a student.
. interrogative-inversion	Is Maria a student?
. negative (TO BE + NOT)	Maria is not (isn't) a student.
. short answers (affirmative)	Yes, Maria is.
. short answers (negative)	No, Maria is not (isn't).
1b. Pronouns: subject I, YOU, HE, SHE, IT, WE, YOU, THEY	
. I	I am (I'm) a student.
. you	You are (you're) a boy.
. he	He is (he's) a teacher.
. she	She is (she's) a teacher.
. it	It is (it's) a book.
. we	We are (we're) children.
. you	You are (you're) students.
. they	They are (they're) teachers.
2. Verbs: TO BE (present tense)+ adjective	
. affirmative	They are (they're) tired.
. interrogative-inversion	Are they tired?
. negative (TO BE + NOT)	They are not (aren't) tired.
. short answers (affirmative)	Yes, they are.
. short answers (negative)	No, they are not (aren't).
3. Articles: A, AN, THE	
. a	I am (I'm) a student.
. an	He is (he's) an artist.
. the	She is (she's) the doctor.
4. Nouns: plural (regular and irregular)	
. regular	They are (they're) students.
. regular	These are glasses.
. irregular	They are (they're) men.
. irregular	I have two children.

Structures	Examples
5. Interrogatives: WHO, WHAT	
. who	Who is (who's) she? She is (she's) Mary.
. what	What is she? She is (she's) a teacher.
6. Pronouns: demonstrative THIS, THAT, THESE, THOSE	
. this (singular)	This is an apple.
. these (plural)	These are apples.
. that (singular)	That is (that's) a dictionary.
. those (plural)	Those are dictionaries.
7. Expletives: IT	
. it is (time)	It is (it's) 8 o'clock.
. it is (date)	It is (it's) Thursday.
. it is (temperature)	It is (it's) cold.
. it (weather)	It rains a lot.
. is it (interrogative)	Is it 8 o'clock?
8a. Verbs: TO BE (present continuous tense)	
. affirmative	I am (I'm) studying now.
. interrogative-inversion	Is he wearing a jacket?
. negative (TO BE + NOT)	He is not (isn't) wearing a jacket now.
. short answers (negative)	No, I am (I'm) not. No, he is not (isn't). No, he is (he's) not.
8b. Adverbs: NOW, TODAY	
. now	She is not (isn't) cooking dinner now. She is (She's) studying math.
. today	He is (He's) not wearing a suit today. He is (He's) wearing blue jeans.
9a. Verbs: simple present tense	
. affirmative	I eat lunch every day.
. interrogative-auxiliary verb DO	Do they eat lunch every day?
. DOES + infinitive	Does she usually eat breakfast?
. negative - DO NOT (DOESN'T) + infinitive	I do not (don't) eat lunch every day./He does not (doesn't) eat breakfast.
. short answers (affirmative)	Yes, I do.
. short answers (negative)	No, I do not (don't).

Structures	Examples
9b. Adverbs: of frequency EVERY MORNING, EVERY DAY, EVERY NIGHT, ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, NEVER	
. every morning	I drink coffee every morning.
. every day	He studies every day.
. every night	They watch T.V. every night.
. always	Susan always drinks coffee for breakfast.
. usually	We usually eat a sandwich for lunch.
. often	You often come late.
. sometimes	He sometimes goes to the movies.
. seldom	She seldom studies.
. never	They never watch T.V.
10. Adverbial phrases: prepositions of time AT, ON, IN	
. at	I leave for school at 8 o'clock
. on	He plays volleyball on Thursday.
. in	I study in the morning.
11a. Interrogatives: HOW MANY	
. How many?	How many students are in the class? How many teachers are there?
11b. Expletives: THERE	
. there are	There are twelve students.
. there is	There is one teacher.
12a. Interrogatives: WHOSE	
. whose	Whose book is this?
12b. Nouns: possessive	
. 's	This is Robert's coat.
13. Adjectives: possessive MY, YOUR, HIS, HER, ITS, OUR, THEIR	
. my	I have my book.
. your	Your car is nice.
. his (her)	What is his (her) name?
. its	The dog hurt its leg.
. our	This is our class.
. their	Their house is big.

Structures	Examples
14a. Interrogatives: WHAT, WHEN, WHERE,	
. what	What is she doing now?
. when	When does he leave for school?
. where	Where are the students?
14b. Statements: word order	
. subject + verb+object+place+time	She is reading the book in the library now.
15. Pronouns: object ME, YOU, HIM, HER, IT, US, THEM	
. verb + object pronoun	Mary understands it.
. verb + preposition + object pronoun	Susan often eats lunch with him.
16. Verbs + infinitive (with TO)	
. need (s)	I need to work.
. like (s)	Jose likes to read.
. want (s)	Mary wants to cook dinner
. hate (s)	Joseph hates to study.
17. Verbs: imperative - (positive/negative)	
. positive	Open your book to page 21.
. negative	Do not (don't) forget your pencil.
18a. Verbs: TO BE (past tense)	
. affirmative	He was in class yesterday.
. interrogative-inversion	Was he in class yesterday?
. negative - WAS/WERE + NOT	He was not (wasn't) in class yesterday.
. short answers (affirmative)	Yes, he was.
. short answers (negative)	No, he was not (wasn't).
. WH words with inversion	Where was he last night?
18b. Time markers: YESTERDAY, LAST NIGHT, LAST YEAR	
. yesterday	Yesterday was Monday.
. last night	I was at home last night.
. last year	He was in Colombia last year.

Structures	Examples
19. Verbs: past tense (regular with inflection)*	
. affirmative	He worked last year.
. interrogative + DID + verb	Did he work last year?
. WH + DID + verb	Where did he work?
. negative-DID NOT (DIDN'T) + infinitive	She did not (didn't) work last year.
. short answers (affirmative)	Yes, he did.
20. Verbs: past tense (irregular)**	
. affirmative	They went to the movies.
. interrogative + DID+verb	Did they go to the movies?
. negative + DID NOT (DIDN'T) + Verb	They did not (didn't) go to the movies.
. short answers (affirmative)	Yes, they did.
. short answers (negative)	No, they did not (didn't).
. WH + DID + Verb	Where did he work?
21a. Interrogatives: WHY	
. Why	Why was he home yesterday?
21b. Clauses with BECAUSE	
. because	He was home, because he was sick.
22. Adverbial phrases: prepositions of place IN, ON, AT, NEAR, BETWEEN, NEXT TO, BEHIND	
. in	I live in Albany.
. on	I live on Madison Avenue
. at	I live at 53 Madison Avenue
. near	I live near the park.
. between	I live between Green Street and Second Avenue.
. next to	I live next to the library.
. behind	I live behind the shoe store.
23. Verbs: modal CAN	
. affirmative	He can drive us to school.
. interrogative-inversion	Can he drive us to school?
. negative - CAN + NOT	He can not (can't) drive us to school.
. short answers (affirmative)	Yes, he can.
. short answers (negative)	No, he can not (can't).
. WH words + inversion	When can he drive us to school?

*See vocabulary list of regular verbs.
**See vocabulary list of irregular verbs.

Structures	Examples
24a. Interrogatives: HOW	
. How	How does he go to school?
24b. Preposition: BY, WITH (manner/method)	
. by	He goes to school by bus.
. with	He writes with a pencil.
25. Adverbs:	
. "ly" form	They work quietly.
26. Adverbs: other than "ly"	
. Other than "ly"	He writes well.
27a. Verbs: two-word COME IN, GO OUT, GET TO	
. come in	They come in quietly.
. go out	They go out every day.
. get to	You can get to the airport by bus.
27b. Verbs: two-word + noun object TAKE OFF, PUT ON, (the noun object may come either between or after the two parts of the verb)	
. take(s) off	Take off your coat./Take your coat off.
. put(s) on	Put on your coat./Put your coat on.
27c. Verbs: two-word + pronoun object TAKE OFF, PUT ON (the pronoun object must come between the two parts of the verb)	
. take(s) off	Take it off.
. put(s) on	He put it on.
28. Verbs: obligation HAVE TO	
. affirmative	I have to get to work.
. interrogative-auxiliary DO/inversion/infinitive	Do you have to get to work?
. negative - DO + NOT	He does not (doesn't) have to work.
. short answers (affirmative)	Yes, I do.
. short answers (negative)	No, they do not (don't).
. with WH words	When do you have to get to work?

Structures	Examples
29a. Interrogatives: HOW MUCH	
. how much	How much money do you have?
29b. Adjectives: indefinite (quantity) SOME, ANY	
. affirmative (some)	There are some chairs in this room.
. interrogative (any)	Do you have any money?
. negative (any)	He does not (doesn't) have any money.
30. Pronouns: indefinite SOMETHING, ANYTHING	
. affirmative (something)	I want to drink something.
. interrogative (anything)	Did they find anything?
. negative (anything)	Helen usually does not (doesn't) eat anything for breakfast.
31. Pronouns: reflexive (verb + pronoun) MYSELF, YOURSELF, HIMSELF, HERSELF OURSELVES, YOURSELVES, THEMSELVES	
. myself	I wash myself.
. yourself	Did you hurt yourself?
. himself (herself)	He cut himself (herself).
. ourselves	We enjoyed ourselves.
. yourselves	Do it by yourselves.
. themselves	They helped themselves.
32. Adjectives: comparison of equality	
. as ____ as	Mark is as tall as John.
33a. Adjectives: comparison - ER THAN	
. - er than	Bill is taller than John.
33b. Adjectives: comparison MORE ___ THAN	
. more ___ than	Sue is more intelligent than Barbara.
34a. Adjectives: superlative THE - EST	
. the - est	Ed is the tallest boy in the class.

Structures	Examples
34b. Adjectives: superlative THE MOST ___	
. the most	Mary is the most intelligent girl in the class.
35. Adjectives: comparative and superlative (irregular) GOOD, BETTER, (THE) BEST, BAD, WORSE, (THE) WORST	
. good	The bananas are good.
. better	The apples are better.
. (the) best	The oranges are the best.
. bad	John's grade is bad.
. worse	Ann's grade is worse.
. (the) worst	Bill's grade is the worst of all.
36. Nouns: comparison MORE ___ THAN	
. more ___ than	I read more books than John did.
37. Verbs: future tense - auxiliary WILL	
. affirmative	I will (I'll) walk to the store tomorrow.
. interrogative-inversion	Will you watch T.V. tonight?
. negative - WILL NOT (WON'T)	They will not (won't) go to school tomorrow.
. short answers (affirmative)	Yes, he will.
. short answers (negative)	No, he will not (won't).
. WH words + inversion	What will they do on Sunday?
38. Verbs: future tense - TO BE GOING + infinitive	
. affirmative	I am going to watch TV tonight.
. interrogative-inversion	Is he going to play soccer tomorrow?
. negative TO BE + NOT + GOING	They are not (aren't) going to buy a new car.
. WH words + inversion	When are they going to buy a new car?
39. Word order: verb + direct object and indirect object	
. verb + direct object + indirect object	John explained the lesson to his friend.
. verb + indirect object + direct object	Mary told John the answer*.

*"Explained" is an exception which cannot be inverted.

Structures	Examples
40. Tag questions: affirmative and negative statements	
. affirmative statement	He's going, isn't he?
. negative statement	He isn't going, is he?
41. Verbs: present perfect tense	
	Optional topic for Beginning Level. See item #1 in Intermediate Level

BEGINNING LEVEL VOCABULARY

The ESL instructor is advised to coordinate closely with content area teachers and to include additional content area vocabulary that is necessary for the success of the LEP student in non-ESL classes.

The vocabulary words included in the beginning level of ESL instruction have been identified as minimal requirements and will be tested in a New York State Education Department test of English as a second language.

I REGULAR VERBS*

/t/

approach	look
ask	mark
bake	pick
cook	push
cough	practice
dance	stop
finish	walk
help	wash
kiss	watch
laugh	wish
like	work
lock	

/Id/

add	need
count	repeat
divide	start
invite	want

/d/

answer	mail
brush	play
call	pull
carry	remember
change	share
clean	show
close	smile
comb	study
copy	try
describe	underline
learn	use
love	

II. VERBS: IRREGULAR (PRESENT AND PAST FORMS)**

bring/brought	drive/drove
buy/bought	ride/rode
catch/caught	write/wrote
fight/fought	
teach/taught	build/built
think/thought	lend/lent
	send/sent
lay/laid	spend/spent
pay/paid	
say/said	bite/bit
	hide/hid
break/broke	
speak/spoke	bet/bet
steal/stole	cost/cost
wake/woke	cut/cut
	fit/fit
shake/shook	hit/hit
take/took	hurt/hurt
	let/let
tear/tore	put/put
wear/wore	quit/quit
	set/set
sell/sold	shut/shut
tell/told	spread/spread
blow/blew	keep/kept
fly/flew	lead/led
grow/grew	leave/left
know/knew	mean/meant
throw/threw	meet/met
	read/read
begin/began	sleep/slept
drink/drank	sweep/swept
ring/rang	
sing/sang	forgive/forgave
swim/swam	give/gave

*These verb forms have been grouped to call attention to the three different phonetic inflections of the "ed" in the past tense. For example: "ed" in "worked", pronounced /t/, is different from "ed" in "counted," pronounced /Id/, and is also different from "ed" in "cleaned," pronounced /d/.

**These verb forms have been grouped by related internal changes (or no changes, as in "set/set").

II. VERBS: IRREGULAR cont'd.

am/was, were
become/became
can/could
choose/chose
come/came
do/did
eat/ate
fall/fell
find/found
forget/forgot
get/got
go/went
have/had
hear/heard
lose/lost
run/ran
sit/sat
spin/spun
stand/stood
understand/understood

III. NOUNS WITH IRREGULAR PLURAL FORMS

child/children
knife/knives
leaf/leaves
loaf/loaves
man/men
mouse/mice
person/people
shelf/shelves
wife/wives

IV. PARTS OF THE BODY

ache
ankle
arm
back
chest
cold
ear
earache
elbow
eye
face
finger
foot
hair
hand
head
knee
leg
lip
mouth
neck
nose
stomach
toe
wrist

V. SCHOOL

accident
addition
beginning
blackboard
bookcase
cafeteria
chalk
chapter
cheat
conversation
correct
counselor
desk
dictionary
division
end
entrance
eraser
exam
exercise
exit
fire drill
fraction
game
grade
gym
hall
high school
holiday
hour
incorrect
junior high school
language
length
lesson
library
light
locker
map
mark
mathematics
middle
minute
multiplication
music
name
noon
notebook
nurse
page
paper
pen
pencil
period
piece
please
practice
principal
problem
question
report card
ruler
sentence
side
signature
something
sound
stairs
student
subject
subtraction
teacher
test
textbook
thanks
thing
unit
vacation
weekend
width
word

VI. ANIMALS

bird
cat/kitten
cow
dog/puppy
duck
fish
horse
mouse
turkey

VII. CLOTHES

bathing suit
belt
blouse
boots
button
clothes
coat
dress
glasses
gloves
hat
jacket
pants
pocketbook
raincoat
scarf
shirt
shoes
shorts
skirt
sneakers
sock
stockings/ pantyhose
suit
sweater
tie
umbrella
zipper

VIII. MEMBERS OF THE FAMILY

aunt
baby
brother
cousin
daughter
family
father
grandfather
grandmother
husband
mother
nephew
niece
parent
sister
son
uncle
wife

IX. FOOD

apple
banana
beans
bread
breakfast
butter
cake
candy
carrots
cereal
cheese
chicken
coffee
cookies
corn
dessert
dinner/supper
egg
fish
french fries
fruit
hamburger
hot dog
ice cream
lettuce
lunch
margarine
meal
meat
milk
onions
orange
orange juice
pear
peas
pizza
potato
rice
salt
soda
soup
steak
tea
toast
tomatoes
vegetable
water

X. CALENDAR

date
day
fall/autumn
January-December
Monday-Sunday
month
night
season
spring
summer
week
winter
year

XI. NUMBERS

(ordinal) one through one hundred
(cardinal) first through thirty-first
thousand
million

XII. COLORS

black
blue
brown
gold
gray
green
orange
pink
purple
red
silver
white
yellow

XIII. OCCUPATIONS

artist
businessman/woman
dentist
doctor
engineer
factory worker
fireman
hairdresser
job
lawyer
mailman
mechanic
nurse
office worker
pilot
policeman/woman
sailor
salesman/woman
sanitation worker
scientist
secretary
soldier
vocation
work (n.)

XIV. MONEY

bill
cent
change (n.)
coin
dime
dollar
nickel
penny
price
quarter

XV. HOUSEHOLD

living room
chair
couch/sofa
curtain/drape
house
lamp
picture
rug/carpet
television/T.V.

dining room
cup
dish
fork
glass
knife
napkin
plate
spoon
table
cupboard/cabinet
kitchen
pot/pan
sink (n.)
stove/oven

bedroom
bed
clock
drawer
dresser

bathroom
aspirin
bathtub
brush
comb
medicine
razor
shower
soap
toilet
toothbrush
toothpaste
towel

attic
basement
closet
door
hall
lock (n.)
mirror
telephone
toaster
wall
window

XVI. WEATHER

cloudy
cold
cool
east
fair
fall
hot
north
rainy
sky
snowy

south
spring
storm
summer
sun
sunny
warm
west
windy
winter

XVII. NEIGHBORHOOD

address
apartment building
avenue
bank
block
bus stop
church
corner
dentist's office
department store
doctor's office
factory
firehouse
garbage
garden
grass
grocery store
hospital

lawyer's office
movies
neighbor
park
pet shop
phone booth
police station
post office
road
sidewalk
store
street
supermarket
synagogue
theater
train station
tree
truck

XVIII. RECREATION

baseball
basketball
beach
birthday
boat
car
climb
coach
field
football
mile
movies
party
piano

present
race
records
record player
score
ski
soccer
sports
swimming
team
television
tennis
tourist
track

XIX. TRAVEL

airplane
bicycle
boat

motorcycle
ship
train

XX. POSSESSIVE ADJECTIVES

her
his
its
my

our
their
your

XXI. CONJUNCTIONS

and
because

but
or

XXII. ADJECTIVES

absent/present
big/little
boring/interesting
careful/careless
comfortable/uncomfortable
early/late
easy/difficult
expensive/cheap
fat/thin
full/empty
happy/sad
heavy/light
important/unimportant
intelligent/stupid
light/dark

afraid
funny
hungry
nervous
nice
serious

long/short
narrow/wide
near/far
new/old
old/young
open/closed
opposite/same
quiet/noisy
right/wrong
sick/well
small/large
square/round
strong/weak
tall/short
ugly/beautiful

silly
smart
thirsty
tired
worried

XXIII. PREPOSITIONS

about
across
after
around
at
before
behind
between
by
for
from
in

in front of
into
next to
of
off
on
on top of
out
over
to
under
with

XXIV. IDIOMS

by the way
catch a cold
catch a train
get tired (of),
angry (at), sick (of), etc.
never mind
now and then
of course

off and on
out of order
over and over
right away
so far
take it easy
Watch it!
What's going on?

XXV. PRONOUNS

Subject	Reflexive
I	myself
you	yourself
he	himself
she	herself
it	ourselves
you	yourselves
they	themselves

Object
me
you
her
him
it
us
you
then

XXVI. ADVERBS

again
also
always
away
badly
downstairs
easily
every day
every morning
every night
fast
here
inside
never
nicely

not
often
once
outside
quietly
seldom
sometimes
soon
then
there
too
upstairs
usually
very
well

XXVII. COMPOUND VERBS

call on
call out
calm down
come in
fill out (application)
get off
get on
get to
get up
give back
give out
go out
hand in
hurry up
listen to
look at
look for
look like
look out
look up
pay attention to
pick up
put away
put on
sit down
stand up
take care
take off
take out
turn off
turn on
wait for
write down

See additional lists in your textbooks.

BEGINNING LEVEL READING SKILLS

The following reading skills are based on, and must coordinate closely with, the beginning level listening and speaking skills sections, including the grammatical structures and vocabulary recommended for this level. In addition, the ESL instructor is advised to coordinate closely with content area teachers and to assist the student in the application of beginning level reading skills to content area instruction.

The reading skills included in the beginning level of ESL instruction have been identified as minimal requirements and will be tested in a New York State Education Department test of English as a second language. Although the skills are listed in numerical order, the actual order of presentation should be adapted to the needs of the students.

I. Reading Skills at the Word Level

1. Association of written symbols with their spoken forms.
2. Association of words with corresponding pictures.
3. Identification of basic sight words.
4. Identification of vowels, consonants and syllables.
5. Identification of sound families.
6. Identification of contractions and their long forms.
7. Identification of inflected forms for plural words.
8. Identification of inflected forms for verb tense.
9. Identification of inflected forms for words in possessive case.
10. Identification of synonyms and antonyms of basic vocabulary.
11. Identification of compound words and their components.

II. Reading Skills at the Sentence Level

1. Identification of basic punctuation symbols used in sentences.
2. Comprehension of beginning level grammatical categories and sentence patterns.

III. Reading Skills at the Paragraph/Extended Discourse Level

1. Ability to follow basic written directions.
2. Ability to locate facts and details in a passage.
3. Ability to grasp the main idea.
4. Ability to draw conclusions from facts and details.
5. Ability to use context clues to determine the meaning of unfamiliar words.
6. Understanding of antecedents of pronoun referents in sentences in sequence.
7. Comprehension of facts and details in paragraphs.
8. Comprehension of sequence of events in reading passages.
9. Ability to use inferential and predicting skills as demonstrated through cloze passages.
10. Comprehension of vocabulary and concepts encountered at the beginning level.
11. Comprehension of beginning level syntax.

IV. Study Skills

1. Ability to use/consult reference materials.

BEGINNING LEVEL WRITING SKILLS

The development of writing skills for ESL students at the beginning level of language learning involves a number of activities. Some of these activities involve prewriting skills and are necessary to the development of the actual writing. All the skills of writing will reflect the level of the learner's control over listening, speaking and reading. The following are the instructional objectives for writing at the beginning level,and will be tested in a New York State Education Department test of English as a second language.

I. Handwriting

A. Manuscript

1. Copying sentences introduced in the classroom.
2. Writing a connected text of controlled patterns legibly.

B. Cursive

1. Copying sentences introduced in the classroom.
2. Writing words and sentences from dictation.
3. Writing a connected text of controlled patterns legibly.

II. Spelling

The objectives for spelling in the beginning level of ESL instruction may be taught, and will be tested, using words from the Beginning Level Vocabulary List of this curriculum.

A. Sound/Symbol Relationships

1. Consonants

a. Spelling words with initial, medial and final consonants.
b. Spelling words with consonant clusters.
c. Spelling words with consonant digraphs.

2. Vowels

a. Spelling words with vowel digraphs.
b. Spelling words with the schwa sound / ə /.

B. Syllabication

1. Dividing words into syllables.

C. Inflected Forms

1. Spelling noun plurals with -s, -es, or ies.
2. Spelling verb forms with -s, -es, -ies, -ed, -ing.
3. Spelling words with suffixes -ly, -er, -est.
4. Spelling plurals by changing, f or fe to v and adding -es.

III. Mechanics

A. Capitalization

1. Capitalizing in names of persons and the personal pronoun I.
2. Capitalizing in the first word of a sentence.
3. Capitalizing in months, days, streets, cities, states, special days or holidays, and countries.
4. Capitalizing in salutation and complimentary closing of a letter.
5. Capitalizing in personal titles: Mr., Miss, Ms., Dr.
6. Capitalizing initials in names of persons, and abbreviations for any word that is normally capitalized.

B. Punctuation

1. Using the period to end a sentence.
2. Using commas.
3. Using the apostrophe.
4. Using the question mark.

C. Format

1. Indenting the first word of a paragraph.
2. Filling blank forms with personal information (e.g., name, birth date, address): heading of standardized and other tests.

IV. Language at the Sentence Level

A. Grammar and Usage

1. Using articles: a vs. an; a, an vs. the.
2. Using the correct word order in sentence formation (eg., subject-verb-object, subject-verb-adverb).
3. Writing sentences in which the subject and verb agree (distinguishing singular/plural).
4. Using transformed sentences (eg., yes/no questions) in which the auxiliary verb appears before the subject.
5. Writing sentences which show sentence relationships by transformation:
declarative $\longleftrightarrow$ interrogative.
6. Using pronouns (nominative and objective forms) appropriately.
7. Using tense (present, past, present progressive, future) appropriately.
8. Using appropriate vocabulary, including idioms.

B. Sentence Formation and Use

1. Using the following sentence types in writing:
declarative and interrogative; imperative, exclamatory.
2. Writing complete sentences.
3. Using coordinating and subordinating conjunctions to link sentences.
4. Using sentences with complex verb forms (verb + preposition).
5. Writing sentences that are both grammatically correct and lexically and semantically appropriate, demonstrating functional understanding of the target culture.

V. Extended Discourse

A. Prose

1. Organizing a paragraph using controlled materials.
2. Producing original writing
   a. Planning and organizing ideas and information.
   b. Constructing introductory/beginning, conclusion/ending sentence for a paragraph.
   c. Developing ideas with examples, details etc.
3. Choice and use of words
   a. Writing sentences which include descriptive words.
   b. Writing sentences which include synonyms and antonyms.

B. Poetry

1. Verse Skills

   a. Writing a verse presented in oral dictation (transcription).

C. Proofreading

Proofreading for final copy.

Intermediate Level

INTERMEDIATE LEVEL INSTRUCTIONAL GOALS

The following instructional goals have been identified as minimal requirements at the intermediate level.

Although the instructional goals for grammar and vocabulary are presented as subsections of the listening and speaking categories, it is understood that the goals for reading and writing will also include the grammar and vocabulary items, once aural/oral comprehension is assured.

Listening and Speaking (including phonology)

1. The student will refine his/her production of the sounds of English and its intonation patterns, presented at the beginning level.

2. The student will refine his/her pronunciation of final - s endings and final past tense markers.

3. The student will improve his/her ability to understand and produce fluent, connected speech.

Grammatical Structures

1. The student will acquire functional competence in the use of the grammatical structures listed in the curriculum for this level.

2. The student will continue to refine his/her grasp of the grammatical structures taught at the beginning level.

Vocabulary

1. The student will expand his/her active and receptive vocabulary through the acquisition of at least the words specified in the word list for this level.

2. The student will expand his/her vocabulary through the recognition and use of the common prefixes and suffixes of English identified in the word list for this level.

3. The student will acquire a knowledge of the common idiomatic expressions in English identified in the vocabulary for this level.

Reading

1. The student will be able to read short English selections of prose and poetry and demonstrate an understanding of the content by:

   a) locating specific information
   b) identifying sequence of events
   c) recognizing cause and effect
   d) perceiving organization

2. The student will use contextual clues to grasp the meaning of new words in a written passage.

3. The student will begin to read for enjoyment, passages of his/her own choosing which are appropriate to the student's reading ability.

4. The student will begin to read instructional materials in the content areas.

Writing

1. The student will continue the controlled writing of short paragraphs, personal letters and book reports.

2. The student will be able to use the following common punctuation marks: comma, exclamation point, quotation marks, and apostrophe, in addition to the period, question mark and capitalization covered at the beginning level.

3. Upon demonstration of proficiency in controlled writing, the student will begin to write free compositions incorporating correct logic, organization, and sequence.

Culture

The student will augment his/her knowledge and understanding of the culture of the United States through additional exposure to its customs, traditions, institutions and values. A list of suggested cultural and functional topics may be found on pages 91 through 95 of this curriculum.

INTERMEDIATE LEVEL LISTENING AND SPEAKING SKILLS

The following listening and speaking skills should be taught on a continuing basis, closely coordinated with the teaching of the vocabulary and grammar at this instructional level. It is especially important that the skills listed below be taught in context. The instructor may wish to refer to the phonology section in the appendix of this curriculum for additional examples of phonetic symbols. A glossary of terms has also been provided in the appendix.

Skills	Examples
DISCRIMINATION AND PRODUCTION OF:	
1. Consonants in final position	
. voiced	indoors
. voiceless	waitress
2. Consonant clusters (in intermediate level vocabulary words)	
. initial	cheerful
. medial	purchases
. final	match
3. Syllable stress in multi-syllable words	
. initial	sú/per/vise
. medial	em/ploy/ment
. final	en/ter/táin
4. Unstressed vowels in multi-syllable words	permanent temporary business
5. Word stress in sentences	
. Who?	Mary was riding her bicycle.
. What was she doing?	Mary was riding her bicycle.
. What was she riding?	Mary was riding her bicycle.
. When?	Mary was riding her bicycle.
. Whose?	Mary was riding her bicycle.
6. Rhythm of phrases and sentences	Jose likes ice cream and so does Phong.

Skills	Examples
7. Intonation patterns	
. in a series of words	Franciso went to the department store and bought a wallet, a washcloth, and a blanket.
. in questions with two choices	Was Donato reading a book or studying?
. in exclamatory sentences	Stop talking!
COMPREHENSION OF:	
1. Instructions for performing a task	To apply for a job, fill out an application form and make an appointment for an interview.
2. The sequence of an oral narrative	When I went to the doctor for a check-up, I was nervous, dizzy, and I had a temperature. He examined me and gave me medicine.
3. Vocabulary words in spoken discourse	Paco is not behaving. What is (what's) he doing? He is (he's) interrupting the teacher.
4. Main ideas of a discourse (See #3 above)	Paco is misbehaving.
APPLICATION OF:	
1. Instructions for performing a task	(The student will follow the directions for answering the questions in a job interview.)
2. Retelling a sequence of events from an oral narrative	After he ate dinner, he went to a movie.
3. Summarizing a spoken discourse (See #2, Comprehension)	I was sick and the doctor gave me medicine.

Skills	Examples
PRODUCTION OF:	
1. Sentences using the grammar, vocabulary and pronunciation presented at this instructional level	The book had already been read by the students.
2. Utterances within the context of a conversation.	I am (I'm) going to the movies. So am I. Should we drive? Yes, we had (we'd) better.

INTERMEDIATE LEVEL GRAMMATICAL STRUCTURES

The grammatical structures in the intermediate level of ESL instruction have been listed in a traditional order of presentation. However, the ESL instructor may find an alternate sequence preferable according to the needs of his/her students and the specific textbooks being used, with one exception: Where certain items are listed in a sequence such as 1a, 1b, the instructor is strongly advised to teach those items in conjunction with one another.

The following structures have been identified as achievable objectives which will be tested in a New York State Education Department test of English as a second language.

Structures	Examples
1a. Verbs: present perfect tense	
. affirmative	John has been in the United States since June.
. interrogative - inversion	Has he ever flown to South America?
. negative	He has never studied English.
. short answers (affirmative)	Yes, he has.
. short answers (negative)	No, he has not (hasn't).
1b. Adverbials: of frequency SINCE, YET, NEVER, ALWAYS, EVER, MANY TIMES	
. affirmative	I have done this many times.
. interrogative	Have you ever visited my country?
. negative	They have not (haven't) finished yet.
2. Adverbs: replacement form in statement SO, TOO, ALSO, NEITHER, EITHER	
. so	Mary likes ice cream, and so does Susan.
. too	Mary is buying some ice cream and Susan is, too.
. also	John is going and Michael is also.
. neither	John did not (didn't) want any ice cream, and neither did I.
. either	John did not (didn't) go. I did not (didn't) either.
3. Verbs: two-word form ASK FOR, PAY FOR, LOOK FOR, LISTEN TO, LOOK AT	
. ask for	He asked for help.
. pay for	He will pay for the picture.
. look for	They looked for the dog.
. listen to	He has listened to the radio all day.
. look at	She looked at the book.

Structures	Examples
4a. Word order: objects, direct and indirect (with one noun and one pronoun)	
. verb + direct object noun + indirect object pronoun	I gave a gift to her.
. verb + direct object pronoun + indirect object noun	I gave her a gift.
4b. Word order: objects, direct and indirect (with two pronouns)	
. verb + direct object pronoun + indirect object pronoun.	I gave it to her.*
5. Verbs: TO BE past-continuous tense	
. affirmative	Mary was riding her bicycle.
. interrogative - inversion	Was Mary riding her bicycle?
. negative (TO BE + NOT)	They were not (weren't) studying the lesson.
. short answers (affirmative)	Yes, I was.
. short answers (negative)	No, they were not (weren't).
6. Verbs: past tense (customary action) USED TO	
. used to	I used to have long hair, but now it is (it's) short.
7. Verbs: past perfect tense HAD + past participle	
. affirmative	John had already finished the letter when I arrived.
. negative	He had not finished yet.
8a. Nouns: count (with quantifiers) MANY, A FEW	
. many	Are there many apples in the refrigerator?
. a few	Yes, we have a few apples.
8b. Nouns: non-count (with quantifiers) MUCH, A LOT OF, A LITTLE	
. much	He does not (doesn't) have much money.
. a lot of	I have a lot of time.
. a little	I need a little milk.

*"I gave her it." is not acceptable.

	Structures	Examples
9a.	Adverbs: comparison of equality AS ___ AS	
	. as ___ as	Tom reads as slowly as Ed.
9b.	Adverbs: comparatives MORE ___ THAN, ___ THAN	
	. more ___ than	Jose reads more slowly than Maria.
	. ___ than	Mary drives faster than her sister.
10.	Adjectives: two-word combinations TOO + adjective, adjective + ENOUGH	
	. too + adjective	This is too big to put in the box.
	. adjective + enough	He is old enough to drive.
11a.	Verbs: simple past tense (passive voice with agent TO BE + past participle + BY)	
	. singular subject	The lesson was prepared by John.
	. plural subject	The books were read by the student.
11b.	Verbs: simple past tense (passive voice without agent TO BE + past participle)	
	. singular subject	This house was built in two weeks.
	. plural subject	The pictures were stolen from the museum.
12.	Verbs: participles as adjectives	
	. past participle	He cut his foot on a broken bottle.
	. present participle	Photography is interesting.
	. past and present participles	I am bored because the book is boring.
13.	Pronouns: possessive MINE, YOURS, HIS, HERS, OURS, THEIRS	
	. mine	This book is mine.
	. yours	That book is yours.
	. his, hers	Is that book his?
	. ours	We need ours.
	. theirs	They finished theirs.
14a.	Verbs: modal function (strong necessity) HAVE TO, MUST	
	. have to	I have to work.
	. must	I must study.

Structures	Examples
14b. Verbs: modal function (mild necessity) SHOULD, OUGHT TO, HAD BETTER 'D BETTER	
. should	I should work harder.
. ought to	He ought to study more.
. had better	They had better leave now.
. 'd better	We'd better leave now!
14c. Verbs: modal function (ability) CAN, (BE) ABLE TO	
. can	I can walk.
. able to	He is able to run now.
14d. Verbs: modal function (permission) MAY	
. may	May I go to the party? Yes, you may.
14e. Verbs: modal function (possibility) MAY	
. may	I may go, but I don't know yet.
15. Adjectives: nouns used as adjectives	
. noun + noun	That is (That's) a coffee cup.
16. Pronouns: relative pronouns WHO, WHICH, THAT	
. who	The man who was here yesterday is my uncle.
. which	The car which is near the school is mine.
. that	This is the best book that I have ever read.
17a. Conjunctions: subordinate conjunctions (before subordinate clause in final position in sentence) WHILE, BEFORE, AFTER, WHEN, AS SOON AS	
. while	I was studying while he was working.
. before	I left the house before he arrived.
. after	He went to a movie after he ate dinner.
. when	They will write this when they have time.
. as soon as	The class started as soon as the bell rang.

Structures	Examples
17b. Conjunctions: subordinate conjunctions (before subordinate clause in initial position in sentence with required comma) WHILE, BEFORE, AFTER, WHEN, AS SOON AS	
. while	While he was working, I was studying.
. before	Before he arrived, I left the house.
. after	After he ate dinner, he went to a movie.
. when	When they have time, they will write this.
. as soon as	As soon as the bell rang, the class started.
18. Verbs: conditional statement with IF-clause (in initial and final position in sentence)	
. initial position	If you work, you will (you'll) earn money.
. final position	I will (I'll) go to the movie if you give me a ticket.
19a. Verbs: conditional statement - contrary to fact (with verb TO BE)	If I were rich, I would travel.
19b. Verbs: conditional statement - contrary to fact (with all other verbs)	If you studied, you would learn.
20. Verbs: infinitives of purpose	I went to the cafeteria to eat lunch.
21. Verbs: gerunds (required after certain verbs)	
. enjoy	I enjoy going to New York.
. stop	Please stop talking.
22. Direct Address (written expression only)	
. statement form	John said, "I am going home."
. imperative form	The woman told Joe, "Don't open the door."
23. Indirect Address	
. statement form	John said (that) he was going home.
. imperative form	The woman told Joe not to open the door.

Structures	Examples
24. Verbs: passive voice	
. present perfect	The lesson has been explained by the teacher.
. past perfect	The book had already been read by the students.
. future with will	The magazine will be written by the students.
. simple present	This book is written by a famous author.

INTERMEDIATE LEVEL VOCABULARY

The ESL instructor is advised to coordinate closely with content area teachers and to include additional vocabulary that is necessary for the success of the LEP student in content area classes.

The vocabulary words included in the intermediate level of ESL instruction have been identified as minimal requirements. Some of these words will be included in a New York State Education Department test of English as a second language.

I. HEALTH

ambulance
bleed
breathe
check up
clinic
cough
drugs
emergency
examination
fever
forehead
gain weight
healthy
injury
lose weight
medicine
nauseous
nervous
normal
odor
painful
patient
physical
scratch
sex/male-female
sneeze
temperature
thermometer
vaccination
vitamin
weigh
weight

IIa. SCHOOL

allow
argue
behave
bother
cause
collect
continue
control
convince
decide
deliver
describe
enroll
entrance
exit
experiment
fair
follow
get along
get away
improve
include
interrupt
knowledge
level
limit
manage
match
maximum
mean
measure
minimum
notice
obey
occur
omit
ought to
participate
permission
postpone
print
progress
quality
quantity
realize
reason
refuse
remind
result
rush
satisfied
silence
truth
unfair
waste

IIb. SCHOOL *

character
comedy
drama
emphasize
headline
index
novel
parenthesis
plot
poem
quotation
quote
setting
summary
symbol

III. RELATIVES/FRIENDS

boyfriend
congratulate
couple
date
daughter-in-law
die
divorced
engaged
fiancé/fiancée
first name
funeral
girlfriend
infant
initial
last name
married
nickname
orphan
separated
single
son-in-law
surname
teenager
wedding
widow
widowed

IV. RECREATION/VACATION

adventure
airport
arrive
bag
depart
discover
elevator
entertain
foreign
happen
harbor
hobby
holiday
hotel
invite
jet
motel
museum
passport
reservation
river
scenery
suitcase
taxi
theater
token
tour
trip
tropical
trunk
waiter
waitress

V. HOUSEHOLD

beat
blanket
boil
bottle
bowl
ceiling
cover
decoration
dust
electric
electricity
fold
ground
handle
ladder
mix
pillowcase
pour
roof
saucer
sheet
shelf
towel
vacuum cleaner
wallet
washcloth
yard

*optional

VI. JOB-RELATED

advertise
announce
apply
appointment
assistant
boss
earn
employee
employer
employment
experience
fill out
fire
foreman
full-time
hire
income tax
inquire about
interview
lay off
overtime
owner
part-time
permanent
promotion
prompt
provide
quit
reference
resign
salary
supervise
take-home pay
temporary
transfer
type
voluntary
volunteer
wages

VII. AUTOMOTIVE*

automobile
back up
brake
break down
bridge
check
crash
damage
engine
fill up
flat
full
gallon of gas
garage
gas station
headlight
horn
key
kilometer
license
liter
mechanic
mile
park
passenger
quart (of oil)
reverse
slippery
speed
tank
toll
traffic
travel
trouble
trunk
tunnel

VIII. BANKING**

amount
bankbook
cash
checkbook
clerk
debt
decrease
deposit
financial
interest
international
investment
saving
social security number
teller
withdraw

IX. SHOPPING

customer
department store
drugstore
exchange
hardware store
item
ounce
package
purchase
receipt
sale
size
total

X. GOVERNMENT

citizen
congressman/woman
country
election
federal
government
governor
leader
local
majority
mayor
minority
politics
president
senator
state
vote

*optional - will be helpful for students in driver education programs.
**optional - will not be tested.

XI. DESCRIPTIVE

amazing
bitter
blind
bright
chilly
considerate
crowded
dangerous
deaf
destroyed
dull
enjoyable
entertaining
exciting
fabulous
favorite
fresh
frozen
generous
gentle
helpful
honest
horrible
lively
loose
lucky
natural
negative
original
perfect
plain
pleasant
positive
reliable
rough
safe
serious
smooth
sour
special
stale
superior
sweet
terrible
terrific
tight
typical
undecided
unimportant
unknown
unnecessary
urgent
valuable
wild
wonderful

XII. EMOTIONS/FEELINGS

Adjectives	Nouns
angry	anger
annoyed	confusion
calm	doubt
cheerful	enthusiasm
confused	envy
depressed	failure
desperate	fear
disappointed	happiness
disgusted	imagination
foolish	jealousy
furious	joy
irritated	panic
lonely	pleasure
nervous	success
sensitive	
sorry	
tense	
thoughtful	
tired	
uncomfortable	
upset	
worried	

XIII. PREPOSITIONS

since

XIV. ADVERBS

as
daily
definitely
especially
extremely
hardly
immediately
naturally
nearly
never
often
only
probably
quite
recently
so
surely

XV. SUBORDINATE CONJUNCTIONS

after
as soon as
before
if
when
while

INTERMEDIATE LEVEL READING SKILLS

The following reading skills are based on, and must coordinate closely with, the intermediate level listening and speaking skills sections, including the grammatical structures and vocabulary recommended for this level. In addition, the ESL instructor is advised to coordinate closely with content area teachers and to assist the student in the application of intermediate level reading skills to content area instruction.

The reading skills included in the intermediate level of ESL instruction have been identified as minimal requirements and will be tested in a New York State Education Department test of English as a second language. Although the skills are listed in numerical order, the actual order of presentation should be adapted to the needs of the students.

I. Reading Skills at the Word Level

1. Identification of derivatives of base words.
2. Identification of common prefixes and suffixes.

II. Reading Skills at the Sentence Level

1. Identification of words according to categories in sentences (statements, questions, etc.).
2. Association of words by analogy.
3. Comprehension of sentence meaning (intermediate level grammatical categories, sentence patterns and functions).
4. Comprehension of common idiomatic expressions.
5. Identification of the sequence of ideas within sentences.

III. Reading Skills at the Paragraph/Extended Discourse Level

1. Identification of antecedents of pronoun referents in passages.
2. Identification of cause and effect relationships within context of a passage.
3. Identification of paragraph and composition organization.
4. Comprehension of vocabulary and concepts encountered at the intermediate level.
5. Comprehension of context clues signalling contrasting ideas and the order of presentation.
6. Comprehension of unfamiliar words from context.
7. Ability to locate topic sentences as keys to main ideas in paragraphs.
8. Ability to discriminate between stated facts and inferences from context.
9. Ability to interpret passages to anticipate events and predict outcomes.
10. Ability to draw conclusions from facts and inferences.
11. Ability to summarize passages orally in own words.
12. Ability to express the main ideas of a passage.

IV. Study Skills

1. Ability to read and follow instructions/directions.
2. Ability to use/consult reference materials.
3. Comprehension of information on graphs, charts, maps, tables and forms (newspaper ads).

INTERMEDIATE LEVEL WRITING SKILLS

The development of writing skills for ESL students at the intermediate level of language learning involves a continuation of those activities introduced at the beginning level and the introduction of increasingly advanced skills in the areas of handwriting, spelling, mechanics, language use and usage, general discourse, and creative discourse. These activities will continue to involve some prewriting skills and will reflect the level of the learner's control over listening, speaking and reading.

Writing skills introduced at the beginning level are reinforced and expanded upon at the intermediate level. The following are the instructional activities for writing at the intermediate level.

I. Spelling

- A. Inflection
  1. Spelling words with added suffixes: -ence, -ful, -less (in some cases doubling the final consonants).
  2. Spelling words with added prefixes: de-, in-, un-.
- B. Compound Words
- C. Using Context Clues to Spell Homophones

II. Mechanics

- A. Capitalization at the Beginning of a Dialogue
- B. Punctuation
  1. Using the exclamation point.
  2. Using quotation marks.
- C. Format Skills
  1. Indenting the first word of paragraphs in a passage.
  2. Using margins.

III. Language at the Sentence Level

- A. Grammar and Usage
  1. Writing sentences in which the subject and verb are separated, eg., sentences with embedded phrases, such as, "The car in the store is brand new."
  2. Writing sentences which show sentence relationship by transformation:
     a. Inversion.
     b. Do support.
     c. Declarative — imperative.

3. Using verbs appropriately:
    a. Regular vs. irregular forms.
    b. Past vs. verb tenses which use the past participle.
4. Using adjectives and adverbs appropriately: comparative vs. superlative.
5. Using auxiliaries (with tense, modal, verb and verb inflection) appropriately.

B. Sentence Formation and Use

1. Writing sentences demonstrating an understanding of the sentence patterns introduced.
2. Expanding sentences:
    a. With words.
    b. With phrases.
3. Combining sentences to form compound and/or complex structures.
4. Writing sentences of varying structure and length.
5. Writing sentences that are both grammatically correct and lexically and semantically appropriate, demonstrating functional understanding of the target culture.

IV. Extended Discourse

A. Planning/Organizing

1. Constructing introductory/beginning sentence for a paragraph.
2. Writing titles to a passage.
3. Constructing a composition from a topic outline.
4. Adding details to a paragraph.

B. Elaborating

1. Constructing a composition from a topic outline.
2. Constructing an introductory sentence for a paragraph.
3. Adding details to a paragraph.
4. Writing a title for a passage.

C. Proofreading and Editing

1. Correcting spelling, grammatical and punctuation errors.
2. Varying the structure and length of sentences in a paragraph.

V. Creative Writing

A. Prose

1. Through guided composition exercises, writing a short narrative.

B. Poetry*

1. Using words that rhyme to write short verses.
2. Writing a short descriptive poem under guided conditions, such as haiku or cinquain.

*optional

Advanced Level

ADVANCED AND TRANSITIONAL LEVELS INSTRUCTIONAL GOALS

The following instructional goals have been identified as minimal requirements at the advanced and transitional levels.

Although the instructional goals for grammar and vocabulary are presented as subsections of the listening and speaking categories, it is understood that the goals for reading and writing will also include the grammar and vocabulary items, once aural/oral comprehension is assured.

Listening and Speaking (including phonology)

1. The student will develop the ability to comprehend and produce complex connected discourse involving several speakers.

2. The student will be able to answer with both communicative and linguistic competence all manner of questions posed by the teacher or other students.

3. The student will be able to read short passages aloud with interpretive expression revealing native-like control.

4. The student will be able to participate successfully in all class discussions.

5. The student will be able to give oral presentations before classmates.

Grammatical Structures

1. The student will acquire functional competence in the use of grammatical structures listed for this level.

2. The student will continue to expand and refine the grasp of the grammatical structures introduced at the advanced level.

3. The student will acquire skill in the coordination and subordination of structures to form sentences of increasingly greater complexity.

Vocabulary

1. The student will expand the active and receptive vocabulary of words and idioms encountered at this level.

2. The student will expand range of vocabulary through root and affix analysis of words, determining meaning from context, and use of the dictionary.

3. The student will develop vocabulary skills necessary to function in content area instruction conducted in English. The student will continue to develop an understanding of prefixes, suffixes, cognates, word families, synonyms, antonyms, homophones, and homographs.

4. The student will be able to change a target word into the noun, adjective, adverbial, or verb form appropriate to a context.

5. The student will expand an understanding of the nomenclature of grammatical concepts used in mainstream English instruction.

Reading

1. The student will continue to refine reading skills acquired at earlier levels and will also refine word attack skills, develop critical reading ability, and apply reading ability to the development of study skills.

2. The student will be able to read selections of increased difficulty for recreational and study purposes.

3. The student will develop greater ability in comprehending more complex content area instructional materials.

4. The student will be able to demonstrate skill in interpretive and critical reading.

5. The student will be able to use the conventions employed in textbooks to locate and evaluate information.

6. The student will be able to scan for concluding sentences, main ideas, and specific information.

7. The student will be able to use all manner of reference materials available in the school and at public libraries.

8. The student will be able to undertake controlled reading selections independently.

9. The student will become familiar with the works of well-known writers.

Writing

1. The student will be able to write sentences that demonstrate grammatical, lexical and semantic appropriateness.

2. The student will be able to write a coherent paragraph and composition.

3. The student will be able to write a topic outline and to develop it into an essay with an introduction, body, and conclusion.

4. The student will be able to write letters, reports, and other short compositions with specific purposes.

Culture

A list of suggested cultural and functional topics may be found on pages 91 through 95 of this curriculum.

1. The student will increase his/her knowledge and understanding of the culture of the people of the United States through additional exposure to its customs, traditions, institutions, and values.

2. The student will be able to compare and contrast the native culture with that of the United States.

ADVANCED LEVEL

ADVANCED AND TRANSITIONAL LEVELS LISTENING AND SPEAKING SKILLS

The following listening and speaking skills should be taught on a continuing basis, closely coordinated with the teaching of the vocabulary and grammar at this instructional level. It is especially important that the skills listed below be taught in context. The instructor may wish to refer to the phonology section in the appendix of this curriculum for additional examples of phonetic symbols. A glossary of terms has also been provided in the appendix.

Skills	Examples
DISCRIMINATION AND PRODUCTION OF:	
1. Aspirated and unaspirated consonants	
. initial consonant stops /p/ /b/ /t/ /d/ /k/ /g/	pen, boy, ten, do, key, go
. final consonant stops /p/ /b/ /t/ /d/ /k/ /g/	map, rob, hat, fed, hook, rug
. voiced continuants	this, father, so, think, very, zoo, ship, measure...
2. Stressed and unstressed vowels	
. stressed vowels in words	can /kæn/
. unstressed vowels in words	can /kən/
. stressed vowels in phrases	I can.
. unstressed vowels in phrases	Who can do this?
3. Syllabic consonants /n/ and/l/	
. /l/ in words	total /totl/
. /n/ in words	student /studnt/
. /n/ in phrases	bread and butter /brɛd n bʌtər/
4. Smooth transitions between syllables and between words	
. between syllables	vegetable, interesting
. between words	What does he do? /dəz/ He's a student. /hiz / I scream. ice cream

Skills	Examples
5. Variation of pitch and intonation to affect the meaning of an utterance	
. who?	I want to go to the movies tomorrow.
. where?	I want to go to the movies tomorrow.
. when?	I want to go to the movies tomorrow.
COMPREHENSION OF:	
1. Vocabulary words and idioms in spoken discourse.	Isn't it a nice day? It certainly is. I hope the weather keeps up this way for a while. What are you going to do today? Nothing much. Maybe I will (I'll) just hang around the house.
2. Main ideas and significant details	
. class discussions	
main ideas	Today's lesson was on water conservation.
significant details	Reasons for water conservation a. not enough rainfall b. waste Measures for conservation a. make sure all leaks are fixed b. do not let water run unnecessarily
. conversations	
main ideas	Peter told me the reason why he was not (wasn't) going to the party.
significant details	Peter was not (wasn't) going to the party because he received the invitation too late, and he already had other plans.
. school assembly programs	
main ideas	There was an assembly program to celebrate Puerto Rican Heritage Week.
significant details	There were many performers. They wore beautiful costumes and sang many songs.

Skills	Examples
. public speeches	
main ideas	The President spoke on the energy crisis last night.
significant details	He asked people to carpool to work and to use public transportation when possible.
. motion pictures, television programs, recordings of extended spoken discourse	
main ideas	The movie, "Kramer vs. Kramer," was about a man who wanted to keep his son.
significant details	The man was divorced from his wife. The woman did not want her son at first. The man learned to take care of the little boy. The woman wanted to take her son back. They went to court to decide who should keep the little boy.
3. Dialectical variations and special ways of speaking	
. dialectical variations	Boston (pronounced by a New Yorker) Boston (pronounced by a Bostonian)
. special ways of speaking	
formal speech	Would you care to see a movie tonight?
informal speech	How about going to the movies tonight?

Skills	Examples
APPLICATION OF:	
1. Description, explanation, summary of main ideas, criticism, personal evaluation based on: a school assembly program, public speech, or other event	
. description, summary of main ideas	I went to see a play on Thursday. It was performed by the Drama Club. The play was called "On the Town" and was about three sailors in New York City. There was much singing and dancing in the play, because it was a musical. The scenery was very well done.
. criticism, explanation	Although the play was well done, there was one performer who did not sing as well as the others. There was no microphone, and his voice was too soft to be heard.
. personal evaluation	It was a very enjoyable evening, and I would recommend it to anyone who enjoys musicals.
2. Details from a discussion or conversation to express a point of view, to offer criticism, or to express a line of argument	
. expressing a point of view	I do not (don't) agree with Bob. He said in class that the gasoline shortage will not last very long. He believes that there is still plenty of gasoline around.
. offering criticism	People are using too much gasoline. Many are using their cars too often, unnecessarily.
. expressing a line of argument	If we do not (don't) conserve what we have now, one day we will discover that we have none left. By then, it will (it'll) be too late!

Skills	Examples
3. Details from a motion picture, television or radio program, or recording of extended spoken discourse; to offer criticism, express a personal evaluation, and otherwise participate in a class discussion	
. offering criticism	I have only one criticism of the movie, "Raiders of the Lost Ark." The ending did not (didn't) really seem to fit in with the rest of the movie.
. expressing personal evaluation	The movie was a very exciting movie to watch. There was much action, and it kept many people on the edge of their seats.
. participating in a class discussion	What is archeology? It is (It's) the study of life and culture from the past.
PRODUCTION OF:	
1. Language appropriate for the situation in a fluent, native-like speech revealing utterances of grammatical, lexical, and semantic appropriateness, such as apologizing, requesting permission, etc.	
. Apologizing	I am (I'm) sorry I did not (didn't) call you. I did not (didn't) have time last night, because I was doing my homework.
. requesting permission	May I borrow your book? I will (I'll) return it tomorrow.
2. Spontaneous responses sufficiently complete to satisfy all manner of questions posed in and outside of the classroom setting	
. question . response	Where are you going after school? I do not (don't) know. Maybe to the movies, if I do not (don't) have too much homework.

Skills	Examples
3. A short oral presentation revealing fluency, native-like intonation, rhythm, and stress, such as an impromptu speech on a given topic.	
. Talk about your family.	I have a very large family - two brothers and three sisters. I am the second oldest in the family. Every day when I leave school, I must go home to help my mother with the younger ones. My older sister does not (doesn't) go to school. She is (She's) twenty years old and works with my father in the factory.

ADVANCED LEVEL GRAMMATICAL STRUCTURES

The grammatical structures in the advanced level of ESL instruction have been listed in a traditional order of presentation. However, the ESL instructor may find an alternate sequence preferable according to the needs of his/her students and the specific textbooks being used, with one exception: Where certain items are listed in a sequence such as 1a, 1b, the instructor is strongly advised to teach those items in conjunction with one another.

The following structures have been identified as achievable objectives which will be tested in a New York State Education Department test of English as a second language.

	Structures	Examples
1a.	Clauses: adjective clauses (restrictive) WHO, WHICH, THAT (as subject of the adjective clause)	
	. who	The boy who is (who's) wearing the blue hat is my cousin.
	. which	The books which we read were interesting.
	. that	The movies that we saw were funny.
1b.	Clauses: adjective clauses (non-restrictive) WHO, WHICH (as subject of the adjective clause)	
	. who	John, who was here, is my cousin.
	. which	Hamlet and Don Quixote, which we read in English, were interesting.
2.	Phrases: adjective phrases	The boy wearing the blue hat is my cousin.
3.	Appositives: noun phrase in apposition	American history, a required subject, is difficult.
4.	Clauses: adverbial clauses (sequence of tenses)	
	. present + future	When I leave, I will close the door.
	. past + past	I closed the door when I left.

Structures	Examples
5a. Clauses: adverbial clauses (in opposition) ALTHOUGH, THOUGH, EVEN THOUGH, IN SPITE OF THE FACT, EVEN IF	
. although	I will (I'll) go, although I have no money.
. though	We went, though it was snowing.
. even though	I will (I'll) go, even though I am (I'm) sick.
. in spite of the fact	In spite of the fact that he was tired, he went to school.
. even if	He will go, even if he is (he's) sick.
5b. Clauses: adverbial clauses (qualifying condition) UNLESS, IN CASE	
. unless	I will not (won't) work unless he pays me.
. in case	I will (I'll) bring a raincoat in case it rains.
5c. Clauses: adverbial clauses (result) SO ___ THAT, SUCH ___ THAT	
. so ___ that	He was so intelligent that he learned quickly.
. such ___ that	She is (She's) such a good student that everyone respects her.
5d. Clauses: adverbial clauses (reason) SINCE	
. since	Since you are (you're) here, we can study together.
5e. Clauses: adverbial clauses (time) SINCE	
. since	We have studied without a break since we arrived this morning.
5f. Clauses: adverbial clauses (purpose) SO THAT	
. so that	I will study so that I can learn.

Structures	Examples
6. Clauses: noun clauses (in the object position) HOPE, THINK, SAY*	
. hope	I hope that you are (you're) happy.
. think	I thought he was here.
. say	He said that he wanted to study.
7. Commands: indirect WANT + INFINITIVE WISH + CLAUSE	
. want + infinitive	I want you to go.
. wish + clause	I wish that you would go.
8a. Interrogative: direct	
	Where is (Where's) the dog?
8b. Interrogative: indirect	
	Can you tell me where the dog is?
9a. Clauses: clauses following impersonal expressions	
	It is (It's) necessary that you understand this.
9b. Infinitives: infinitives following impersonal expressions	
	It is (It's) important for you to understand this.
10. Infinitives: infinitive following adjectives	
	It is (It's) easy to swim.
11a. Clauses: simple IF statement	
. IF + present	If I work, I earn money.
11b. Clauses: IF clause (contrary to fact)	
. IF + past + conditional	If I worked, I would earn money.

*See list in textbook for additional verbs.

Structures	Examples
11c. Clause: IF clause (contrary to fact in the past)	
. IF + past perfect + conditional perfect	If I had worked, I would have earned money.
11d. Clauses: IF clause, contrary to fact + verb TO BE	
. IF + were + conditional	If they were older, they would understand.
11e. Clauses: possibility IF, WHETHER	
. if	I do not (don't) know if I am (I'm) going.
. whether	He does not (doesn't) know whether he is (he's) going.
11f. Clauses: condition IF, PROVIDED THAT	
. if	He will (He'll) learn if he studies.
. provided that	John will learn provided that he works.
12a. Verbs: gerunds required following certain verbs* STOP, MIND, APPRECIATE, DENY, FINISH, CONSIDER	
. stop	He stopped working.
. mind	I do not (don't) mind helping.
. appreciate	I appreciate your giving me this.
. deny	I deny doing that.
. finish	He finished writing the story.
. consider	She considered going to college.
12b. Verbs: gerunds required following certain prepositions** OF, ABOUT, ON, IN	
. of	I am (I'm) tired of waiting.
. about	I am (I'm) worried about failing.
. on	He insisted on talking.
. in	They are (They're) interested in playing.

*See lists in textbooks.
**See lists in textbooks.

Structures	Examples
12c. Verbs: optional use of gerunds or infinitives*	
. gerund	He started working.
. infinitive	He started to work.
12d. Verbs: gerunds as subjects	
. gerund + verb	Dancing is fun.
13. Connectives: HOWEVER, NEVERTHELESS, FINALLY, IN CONCLUSION, THEN, THEREFORE	
. however	He eats a lot. However, he is not (isn't) fat.
. nevertheless	She did not (didn't) want to study. Nevertheless, she went to the library.
. finally	He drove all day. Finally, he arrived.
. in conclusion	These are the facts. In conclusion, I think you should do it.
. then	We went to the moves. Then, we went shopping.
. therefore	The applications are due tomorrow. Therefore, I must finish mine tonight.
14. Verbs: WOULD	
. conditional	I would go, but I do not (don't) have money.
. conditional perfect	He would have gone, but he did not (didn't) have money.
. imperfect conditional (habitual action in the past)	He would (He'd) wash clothes every Monday.
. conditional (desire)	I would (I'd) like ice cream.
. conditional (preference)	I would (I'd) rather play tennis.

*See lists in textbooks.

ADVANCED LEVEL READING SKILLS

The following reading skills are based on, and coordinate closely with, the advanced level listening and speaking skills sections, including the grammatical structures recommended for this level. In addition, the ESL instructor is advised to coordinate closely with content area teachers and to assist the student in the application of advanced level reading skills to content area instruction.

The reading skills included in the advanced level of ESL instruction have been identified as minimal requirements and will be tested in a New York State Education Department test of English as a second language. Although the skills are listed in numerical order, the actual order of presentation should be adapted to the needs of the students.

I. Reading Skills at the Word Level

1. Identification of homophones.
2. Identification of homonyms.
3. Identification of homographs.
4. Pronunciation of an unfamiliar word using phonetic analysis.

II. Reading Skills at the Sentence Level

1. Identification of synonyms and antonyms of vocabulary encountered.
2. Comprehension of sentence meaning (advanced level grammatical categories, sentence patterns and functions).
3. Comprehension of unfamiliar words from root and affix analysis encountered in sentences.
4. Comprehension of idiomatic expressions encountered.

III. Reading Skills at the Paragraph/Extended Discourse Level

1. Identification of topic sentences of paragraphs.
2. Identification of connectives and transition words in passages.
3. Identification of stated facts and important details.
4. Identification of contrasting information and ideas.
5. Comprehension of new vocabulary and concepts in context.
6. Comprehension of the main idea, problem or issue posed in a passage.
7. Understanding of the function of punctuation symbols encountered in prose and poetry.
8. Identification and understanding of similes and metaphors in prose and poetry.
9. Selection of an appropriate title for a passage.
10. Interpretation of imagery in prose and poetry.
11. Determination of the style of a passage.
12. Making inductive generalizations from supporting evidence.
13. Making analogies in reasoning from supporting evidence.
14. Use of principles presented in one passage to interpret another.
15. Evaluation of the veracity of statements in a line of arguments.
16. Evaluation of the conclusions of a deductive argument.

IV. Study Skills

1. Reading and following instructions/directions (to assemble something, follow a recipe, etc.)
2. Locating specific information in newspapers, magazines, and journals.
3. Interpretation of abbreviations in classified sections of newspapers, on forms, and on schedules.
4. Use of reference materials to acquire both limited and extensive information.
5. Skimming to locate information quickly.
6. Understanding of quantitative relationships on graphs, charts and tables.
7. Evaluation of information found in reference materials.

ADVANCED LEVEL WRITING SKILLS

The development of writing skills for ESL students at the advanced level involves a reinforcement of those activities introduced at the beginning and intermediate levels, as well as the introduction of increasingly advanced skills. These will continue to reflect the level of the learner's control over listening, speaking and reading. The following are the instructional activities for writing at the advanced level.

I. Spelling

A. Irregular Nouns and Verbs

II. Mechanics

A. Punctuation

1. Punctuating salutation and complimentary closing of a letter (personal or business).

B. Format Skills

1. Composing the parts of a letter (personal or business).
2. Placing the parts of a letter correctly.
3. Composing all elements of address and return address on envelope.
4. Placing address and return address on envelope.

III. Language at the Sentence Level

A. Grammar and Usage

1. Using verbs appropriately: past vs. past participle forms; subjunctive and conditional moods and other aspects of tense.
2. Using pronouns for paragraph coherence.
3. Using articles for sentence clarity.
4. Using correlative conjunctions (eg., and, or, but)
5. Choosing the most appropriate preposition.
6. Avoiding faulty parallelism.
7. Using sentences with complex verb forms (e.g., two-word and three-word verbs).

B. Choice and Use of Words

1. Using vocabulary appropriate to the purpose and audience.
2. Writing sentences which employ descriptive terms.
3. Writing sentences which employ synonyms and antonyms.
4. Using varied vocabulary to avoid word repetition in sentences.

C. Sentence Formation

1. Constructing compound and/or complex sentences.

IV. Composition Skills at the Paragraph Level

1. Using transitional words and expressions to link sentences.
2. Using figurative language (simile, metaphor).
3. Writing sentences that are both grammatically correct and lexically and semantically appropriate, demonstrating functional understanding of the target culture.

V. Extended Discourse

A. Planning/Organizing

1. Performing composition exercises with increasingly less teacher guidance or control.
2. Writing notes on a topic.
3. Limiting a paragraph to one main idea.
4. Using logical order, procedural order, order of importance, and comparison/contrast.

B. Elaborating

1. Using supporting statements for a topic sentence.
2. Writing titles for own compositions.
3. Using connotative language to affect the reader.
4. Using expressive language for descriptive and narrative writing.
5. Employing precise language in expository writing.
6. Completing an open-ended story or composition.

C. Proofreading and Editing

1. Separating long sentences by deleting and.
2. Removing unrelated sentences.
3. Rewording text to avoid repetition.

VI. Creative Writing

A. Prose

1. Writing a description.
2. Writing a straightline narrative.
3. Writing a short climactic narrative.
4. Writing an expository composition.

B. Poetry (optional)

1. Writing couplets and stanzas.
2. Writing a short descriptive poem free of a controlled situation.

Transitional Level

ADVANCED AND TRANSITIONAL LEVELS INSTRUCTIONAL GOALS

The following instructional goals have been identified as minimal requirements at the advanced and transitional levels.

Although the instructional goals for grammar and vocabulary are presented as subsections of the listening and speaking categories, it is understood that the goals for reading and writing will also include the grammar and vocabulary items, once aural/oral comprehension is assured.

Listening and Speaking (including phonology)

1. The student will develop the ability to comprehend and produce complex connected discourse involving several speakers.

2. The student will be able to answer with both communicative and linguistic competence all manner of questions posed by the teacher or other students.

3. The student will be able to read short passages aloud with interpretive expression revealing native-like control.

4. The student will be able to participate successfully in all class discussions.

5. The student will be able to give oral presentations before classmates.

Grammatical Structures

1. The student will acquire functional competence in the use of grammatical structures listed for this level.

2. The student will continue to expand and refine the grasp of the grammatical structures introduced at the advanced level.

3. The student will acquire skill in the coordination and subordination of structures to form sentences of increasingly greater complexity.

Vocabulary

1. The student will expand the active and receptive vocabulary of words and idioms encountered at this level.

2. The student will expand range of vocabulary through root and affix analysis of words, determining meaning from context, and use of the dictionary.

3. The student will develop vocabulary skills necessary to function in content area instruction conducted in English. The student will continue to develop an understanding of prefixes, suffixes, cognates, word families, synonyms, antonyms, homophones, and homographs.

4. The student will be able to change a target word into the noun, adjective, adverbial, or verb form appropriate to a context.

5. The student will expand an understanding of the nomenclature of grammatical concepts used in mainstream English instruction.

Reading

1. The student will continue to refine reading skills acquired at earlier levels and will also refine word attack skills, develop critical reading ability, and apply reading ability to the development of study skills.

2. The student will be able to read selections of increased difficulty for recreational and study purposes.

3. The student will develop greater ability in comprehending more complex content area instructional materials.

4. The student will be able to demonstrate skill in interpretive and critical reading.

5. The student will be able to use the conventions employed in textbooks to locate and evaluate information.

6. The student will be able to scan for concluding sentences, main ideas, and specific information.

7. The student will be able to use all manner of reference materials available in the school and at public libraries.

8. The student will be able to undertake controlled reading selections independently.

9. The student will become familiar with the works of well-known writers.

Writing

1. The student will be able to write sentences that demonstrate grammatical, lexical and semantic appropriateness.

2. The student will be able to write a coherent paragraph and composition.

3. The student will be able to write a topic outline and to develop it into an essay with an introduction, body, and conclusion.

4. The student will be able to write letters, reports, and other short compositions with specific purposes.

Culture

A list of suggested cultural and functional topics may be found on pages 91 through 95 of this curriculum.

1. The student will increase his/her knowledge and understanding of the culture of the people of the United States through additional exposure to its customs, traditions, institutions, and values.

2. The student will be able to compare and contrast the native culture with that of the United States.

TRANSITIONAL LEVEL

ADVANCED AND TRANSITIONAL LEVELS LISTENING AND SPEAKING SKILLS

The following listening and speaking skills should be taught on a continuing basis, closely coordinated with the teaching of the vocabulary and grammar at this instructional level. It is especially important that the skills listed below be taught in context. The instructor may wish to refer to the phonology section in the appendix of this curriculum for additional examples of phonetic symbols. A glossary of terms has also been provided in the appendix.

Skills	Examples
DISCRIMINATION AND PRODUCTION OF:	
1. Aspirated and unaspirated consonants	
. initial consonant stops /p/ /b/ /t/ /d/ /k/ /g/	pen, boy, ten, do, key, go
. final consonant stops /p/ /b/ /t/ /d/ /k/ /g/	map, rob, hat, fed, hook, rug
. voiced continuants	this, father, so, think, very, zoo, ship, measure...
2. Stressed and unstressed vowels	
. stressed vowels in words	can /kæn/
. unstressed vowels in words	can /kən/
. stressed vowels in phrases	I can.
. unstressed vowels in phrases	Who can do this?
3. Syllabic consonants /n/ and/l/	
. /l/ in words	total /totl/
. /n/ in words	student /studnt/
. /n/ in phrases	bread and butter /bred n bətər/
4. Smooth transitions between syllables and between words	
. between syllables	vegetable, interesting
. between words	What does he do? /dəzi/ He's a student. /hiz / I scream. ice cream

Skills	Examples
5. Variation of pitch and intonation to affect the meaning of an utterance	
. who?	I want to go to the movies tomorrow.
. where?	I want to go to the movies tomorrow.
. when?	I want to go to the movies tomorrow.
COMPREHENSION OF:	
1. Vocabulary words and idioms in spoken discourse.	Isn't it a nice day? It certainly is. I hope the weather keeps up this way for a while. What are you going to do today? Nothing much. Maybe I will (I'll) just hang around the house.
2. Main ideas and significant details	
. class discussions	
main ideas	Today's lesson was on water conservation.
significant details	Reasons for water conservation a. not enough rainfall b. waste Measures for conservation a. make sure all leaks are fixed b. do not let water run unnecessarily
. conversations	
main ideas	Peter told me the reason why he was not (wasn't) going to the party.
significant details	Peter was not (wasn't) going to the party because he received the invitation too late, and he already had other plans.
. school assembly programs	
main ideas	There was an assembly program to celebrate Puerto Rican Heritage Week.
significant details	There were many performers. They wore beautiful costumes and sang many songs.

Skills	Examples
. public speeches	
main ideas	The President spoke on the energy crisis last night.
significant details	He asked people to carpool to work and to use public transportation when possible.
. motion pictures, television programs, recordings of extended spoken discourse	
main ideas	The movie, "Kramer vs. Kramer," was about a man who wanted to keep his son.
significant details	The man was divorced from his wife. The woman did not want her son at first. The man learned to take care of the little boy. The woman wanted to take her son back. They went to court to decide who should keep the little boy.
3. Dialectical variations and special ways of speaking	
. dialectical variations	Boston (pronounced by a New Yorker) Boston (pronounced by a Bostonian)
. special ways of speaking	
formal speech	Would you care to see a movie tonight?
informal speech	How about going to the movies tonight?

Skills	Examples
APPLICATION OF:	
1. Description, explanation, summary of main ideas, criticism, personal evaluation based on: a school assembly program, public speech, or other event	
. description, summary of main ideas	I went to see a play on Thursday. It was performed by the Drama Club. The play was called "On the Town" and was about three sailors in New York City. There was much singing and dancing in the play, because it was a musical. The scenery was very well done.
. criticism, explanation	Although the play was well done, there was one performer who did not sing as well as the others. There was no microphone, and his voice was too soft to be heard.
. personal evaluation	It was a very enjoyable evening, and I would recommend it to anyone who enjoys musicals.
2. Details from a discussion or conversation to express a point of view, to offer criticism, or to express a line of argument	
. expressing a point of view	I do not (don't) agree with Bob. He said in class that the gasoline shortage will not last very long. He believes that there is still plenty of gasoline around.
. offering criticism	People are using too much gasoline. Many are using their cars too often, unnecessarily.
. expressing a line of argument	If we do not (don't) conserve what we have now, one day we will discover that we have none left. By then, it will (it'll) be too late!

Skills	Examples
3. Details from a motion picture, television or radio program, or recording of extended spoken discourse; to offer criticism, express a personal evaluation, and otherwise participate in a class discussion	
. offering criticism	I have only one criticism of the movie, "Raiders of the Lost Ark." The ending did not (didn't) really seem to fit in with the rest of the movie.
. expressing personal evaluation	The movie was a very exciting movie to watch. There was much action, and it kept many people on the edge of their seats.
. participating in a class discussion	What is archeology? It is (It's) the study of life and culture from the past.
PRODUCTION OF:	
1. Language appropriate for the situation in a fluent, native-like speech revealing utterances of grammatical, lexical, and semantic appropriateness, such as apologizing, requesting permission, etc.	
. Apologizing	I am (I'm) sorry I did not (didn't) call you. I did not (didn't) have time last night, because I was doing my homework.
. requesting permission	May I borrow your book? I will (I'll) return it tomorrow.
2. Spontaneous responses sufficiently complete to satisfy all manner of questions posed in and outside of the classroom setting	
. question . response	Where are you going after school? I do not (don't) know. Maybe to the movies, if I do not (don't) have too much homework.

Skills	Examples
3. A short oral presentation revealing fluency, native-like intonation, rhythm, and stress, such as an impromptu speech on a given topic.	
. Talk about your family.	I have a very large family - two brothers and three sisters. I am the second oldest in the family. Every day when I leave school, I must go home to help my mother with the younger ones. My older sister does not (doesn't) go to school. She is (She's) twenty years old and works with my father in the factory.

TRANSITIONAL LEVEL GRAMMATICAL STRUCTURES

The transitional level offers the student an opportunity to prepare for the Regents Competency Tests in Writing and Reading through an ESL approach. The teacher will introduce concepts orally and provide abundant opportunities for reinforcement. He/she will provide background information, and teach techniques that native speakers in the United States have already acquired in the lower grades, in order to facilitate academic success.

Structures	Examples
1. Verbs: passive voice	
. past progressive	That idea was being discussed by the class.
. present progressive*	This lesson is being explained by the teacher now.
2a. Agreement: subject/verb NEITHER/NOR	
. neither/nor	Neither John nor Mary works in a store.
2b. Agreement: subject/verb SOME, EACH, EVERYBODY	
. some	Some of the bread is stale.
. each	Each of us has a responsibility.
. everybody	Everybody needs a friend.
2c. Agreement: subject/verb FAMILY, ARMY, PEOPLE, POLICE	
. family	My family is very large.
. army	The army is strong.
. people	The people are intelligent.
. police	The police are on the way.

*optional topic included for recognition purpose only -- low frequency structure.

TRANSITIONAL LEVEL READING SKILLS

Once the student is at the transitional level of instruction his/her application of the reading skills listed should closely approximate that of native speakers of English. The following reading skills are based on, and must coordinate closely with, the transitional level listening and speaking skills sections, including the grammatical structures recommended for this level. In addition, the ESL instructor is advised to coordinate closely with content area teachers and to assist the student in the application of transitional level reading skills to content area instruction.

The reading skills included in the transitional level of ESL instruction have been identified as minimal requirements and will be tested in a New York State Education Department test of English as a second language. Although the skills are listed in numerical order, the actual order of presentation should be adapted to the needs of the students.

I. Reading Skills at the Sentence Level

1. Identification of punctuation symbols for prose and poetry encountered.
2. Identification of synonyms, antonyms, and multiple meanings of vocabulary encountered.
3. Identification of sentences of equivalent meaning.
4. Determination of the meaning of Latin, French, and other foreign expressions encountered in the context of passages.
5. Distinguishing nuances of meaning of vocabulary encountered.

II. Understanding Language Encountered in Paragraph/Extended Discourse

1. Identification of main ideas not directly stated in a passage.
2. Identification of the generalization to be made from a passage.
3. Identification of the logical outcome from the set of circumstances in a passage.
4. Identification of fallacies and contradictions in the logic of a passage.
5. Comprehension of grammatical structures, vocabulary, concepts, and functions encountered at the transitional level.
6. Comprehension of idiomatic expressions encountered.
7. Comprehension of the issues, problems, and questions in a passage left to be resolved.
8. Comparison and contrast of facts, details, and ideas within and between passages.
9. Expression of the implications to be made from evidence presented in a passage.
10. Evaluation of the contents of a passage for bias, relevancy, and consistency.

III. Interpreting Language Encountered in Extended Prose, Poetry and Drama

1. Identification of traits that best describe a character in a passage.
2. Identification of actions that best describe the behavior of a character.
3. Identification of statements that best describe the theme of a passage.
4. Identification of statements that best describe the mood of a passage.
5. Identification of the organization of expository essays, lengthy narratives, and diverse literary genres.
6. Comprehension of the thesis of a passage.
7. Comprehension of the issues, problems, and questions in a passage left to be resolved.

8. Interpretation of the theme of a drama, a prose selection, or a poem.
9. Description of the setting, characters, central conflict, mood, author's point of view, and similar conventions of creative discourse.
10. Interpretation of humor, irony, satire, fantasy, imagery, and symbolism in prose and poetry encountered.

IV. Study Skills and Reading in the Content Areas

1. Use of content area textbooks and reference materials used by native English speaking peers.
2. Scanning to locate specific detailed information.
3. Adjusting rate of speed to the level of difficulty of a selection.
4. Reading material read by native English speakers independently and successfully.

TRANSITIONAL LEVEL WRITING SKILLS

The development of writing skills for ESL students at the transitional level involves a continuation of those activities introduced at the beginning, intermediate and advanced levels, as well as the introduction of increasingly advanced skills. These will continue to reflect the level of the learner's control over listening, speaking and reading. Writing skills introduced at the earlier levels must be reinforced and expanded upon.

Instructional activities specifically designed to prepare students for the Regents competency test in writing are provided in Category V of this section.

I. Language at the Sentence Level

A. Grammar and Usage

1. Using verbs appropriately: past vs. tenses using past participle forms; subjunctive and conditional moods and other aspects of tense.
2. Using strong active verbs to affect the reader.
3. Using correlative conjunctions.
4. Choosing the most appropriate preposition.
5. Avoiding misplaced modifiers.
6. Inverting the subject and verb correctly in declarative/interrogative sentence transformations.

B. Choice and Use of Words

1. Using terms that convey emotions.
2. Using sensory terms.
3. Using imagery.

C. Sentence Formation

1. Writing sentences of varying structure and length: simple, compound, complex.
2. Beginning sentences with gerunds and infinitives.
3. Writing sentences with nonrestrictive elements.
4. Expanding sentences with phrases and subordinate clauses.

II. Composition Skills at the Paragraph Level

1. Using pronouns for paragraph coherence.
2. Writing sentences of varying openings in connected discourse.
3. Using devices of style such as imagery, metaphor, simile, humor, irony, satire, fantasy, onomatopeia, alliteration and surprise endings.
4. Using writing skills that exemplify a knowledge of and control over theme, point of view, setting, mood, conflict, and symbolism.
5. Writing in informal and formal styles.

III. Extended Discourse

A. Planning/Organizing

1. Completing free-writing compositions.
2. Researching a topic and maintaining written notes and information for oral or written presentation.
3. Writing an outline for an expository composition.

B. Elaborating

1. Writing a summary of a lengthy piece of writing.
2. Constructing a bibliography.
3. Summarizing information for purposes of: expository writing, persuasive writing, a business letter, a friendly letter.
4. Writing a resume.
5. Writing a short biography or autobiography.
6. Writing a short essay or literary criticism.
7. Writing a short essay expressing or evaluating cultural values, health choices, career decisions, personal feelings.
8. Writing a narrative: straightline, climactic, chronological.

C. Proofreading and Editing

1. Eliminating unnecessary words from sentences.
2. Removing or rearranging unrelated sentences.
3. Substituting synonyms for over-used terms.
4. Substituting pronouns for nouns in paragraphs.
5. Checking for correct punctuation.

IV. Poetry*

A. Poetry

1. Writing a short narrative poem.
2. Writing unrhymed verses.
3. Using rhythm in verse.

V. Preparation for the Regents Competency Test

The following writing activities will assist transitional level students in their preparation for the New York State Regents competency test in writing. (General information about the Regents competency testing program may be obtained from the State Education Department's Bureau of Elementary and Secondary Testing Programs.)

A. Business Letters

The student will be able to write a business letter using standard business form in areas such as:

1. Request for an advertised item.
2. Dissatisfaction with an item or service.

*optional

3. Request for information, college catalog, or interview.
4. Request for job information or appointment.

B. Reports

The student will be able to write a report organizing data into a logical sequence on topics such as:

1. Health.
2. School.
3. Personal interview.

C. Persuasive Compositions

The student will be able to write a persuasive composition (with a suggested 200 word minimum) stating his/her position and explaining two reasons for that position in areas such as:

1. Request for a new course, a new activity, a new menu for the cafeteria, or a new facility (e.g. a new swimming pool) in the school.

2. Concern about a community, political, employment, or environmental problem.

D. Outlining

This will not be tested as a separate item, but mastery will be evidenced in the writing of the composition. The student will be able to organize his/her ideas for a composition in the classic format:

1. Introductory paragraph ending with a thesis statement.
2. Supporting paragraphs beginning with a topic sentence.
3. Concluding paragraph evaluating, summarizing, or proposing a final idea.

E. Proofreading and Editing

This will not be tested as a separate item, but mastery will be evidenced in the writing activities. The student will be able to edit teacher-made, his/her own, and classmates' writing samples for:

1. Spelling.
2. Punctuation.
3. Capitalization.
4. Grammar.

CULTURAL TOPICS FOR ENGLISH AS A SECOND LANGUAGE

The following cultural topics are suggested for use at all four levels of instruction. Cultural topics should be an integral part of each ESL lesson since students are learning new and different cultural patterns which characterize life in the United States. This is only a suggested list which should be expanded according to the interests and abilities of the students.

1. Greetings and Introductions
   - a. Saying "hello" and "good-bye"
   - b. Expressing one's name
   - c. Courtesies
2. The Immediate Classroom
   - a. Parts of the room
   - b. Classroom objects (books, desks, etc.)
   - c. Activities in the class (reading, writing, etc.)
3. The School
   - a. The physical plant
   - b. People in the building
   - c. Rules and regulations
   - d. Co-curricular activities (sports, clubs, etc.)
   - e. Schedule of activities (student program, homework, etc.)
   - f. Parent involvement
   - g. Taking and passing tests
4. The Family
   - a. Members
   - b. Relationships, ages and roles
   - c. The home (rooms, furnishing, etc.)
   - d. Chores around the home
5. Foods
   - a. Types of foods
   - b. Preparation
   - c. Meal times
   - d. Significance of food in the culture
6. Clothing
   - a. Types of clothing
   - b. Seasonal changes and clothing choice
   - c. Clothing choices for different ages
7. Colors (cultural significance of different colors - white, black, etc.)

8. Professions

   a. Typical professions in the United States
   b. Employment opportunities
   c. Looking for employment (newspaper, agencies, letters, government agencies)
   d. Filling out forms (writing resumes, social security, job applications)
   e. Interviewing (personal appearance—dress, hair, personal hygiene, manners, preparation for interview)
   f. Holding a job (responsibility, punctuality)
   g. Changing jobs, careers, and retraining
   h. Labor (taxes, working conditions, workers' rights, labor laws)

9. Time and Seasons

   a. Telling time (minutes, hours)
   b. Calendar (days, weeks, months, years)
   c. Seasonal changes

10. Local Community

   a. Neighborhood—finding housing
   b. Local government buildings (post office, police and fire stations, etc.)
   c. Commercial and non-residential buildings (stores, banks, places of worship, libraries, offices, etc.)

11. The Community at Large

   a. Shopping
   b. Health services
   c. Transportation (bus, train, automobile, air, etc.)
   d. Government (local, state, federal)

12. Money

   a. Identification and use
   b. Role of money in the society

13. Measurement and Weights

   a. Weights (ounces, pounds, etc.)
   b. Sizes (height, clothing size, etc.)

14. Expressions of Cultures Through:

   a. Holidays
   b. History (events, biographies)
   c. Songs, music, and dance
   d. Folktales, literature, and art forms

15. Sports

   a. As participant
   b. As spectator

16. Health Care

    a. Doctor's office (general practitioner—internist, specialist)
    b. Making an appointment
    c. Drug store (filling a prescription)
    d. Dentist
    e. Health care plans

17. Animals (role of animals in the culture)

    a. Domestic animals
    b. Farm animals
    c. Wild animals

18. Cultural Contrasts of Social Behavior

    a. Body language and gestures
    b. Social amenities (family reunions, greeting cards, etc.)
    c. Dress (formal, informal)
    d. Sex roles (courtship, marriage)
    e. Acceptable cultural reactions in different situations
    f. Values (rights and responsibilities)

19. Hobbies and Student Interests

    a. Acceptance by peers
    b. Dieting
    c. Participating in school activities
    d. Clothes
    e. Television
    f. Dancing and parties
    g. Movies
    h. Part-time work
    i. Vacations
    j. Cars

20. Topics to Stimulate Discussion

    a. Topics in the news
    b. Crime in the city
    c. Living on credit
    d. Women's liberation
    e. Responding to an insult
    f. Effects of modern technology
    g. Materialism
    h. Treatment of the elderly

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LANGUAGE FUNCTIONS AND CONTEXTS

The student will be able to use English to perform various language functions such as: Organizing, arranging, moving people and things, requesting information, expressing opinions, apologizing and socializing. The various language functions will be performed within many different contexts. Several suggested contexts in which various language functions may be practiced are provided in this section. The instructor is encouraged to expand upon this list according to the interests and abilities of the students.

Language Functions	Contexts
Organizing, arranging, coordinating, and moving people and things.	. planning a course of action . asking for the cooperation of individuals . advising individuals about a plan . delivering a message . informing individuals about a future event . returning a call on the telephone . taking a message for another person . arranging the seating of a group . enrolling in an instructional program . checking into a hotel . offering an alternative solution . determining individual responsibilities . directing the driver of a car . selecting teams for a game . negotiating an agreement . obtaining additional details about a project . instructing others on how to do something . interviewing applicants for a position . undergoing an interview . transacting business in a bank . transacting business in a store . returning a purchase . setting up a group meeting . following up individual efforts on a project . making a deal with a friend
Describing, distinguishing, categorizing people, places, things and events.	. clarifying a confusing situation . giving additional information about an upcoming event . categorizing work assignments . describing ways of overcoming a problem with a teacher, money, or health . explaining a procedure for a scientific experiment

Language Functions	Contexts
Socializing	. greeting friends . introducing individuals to one another . taking leave after a visit . meeting the parents or family of a friend . visiting a friend sick in bed . complimenting the host or hostess . calming down an excited friend . asking a friend about another friend . relating interesting news about a friend . introducing oneself to a stranger at a party . proposing a toast . wishing someone well . asking someone to come for a visit . giving personal advice to a friend . discussing goals and aspirations . apologizing for offending someone

PHONOLOGY

One of the principal objectives of teaching ESL is to have the learner acquire good pronunciation and intonation.

Pronunciation should be taught as part of the *communicative process.* This means that teachers should teach active production of sounds when they are necessary for new vocabulary or structures or when a problem in communication results from faulty pronunciation. Also, students should be taught the pronunciation used in the *natural speech* of educated native speakers of English. Another premise of teaching pronunciation is that students must be able to produce basic sounds at the beginning level.

Not all students will be able to produce all sounds with native-like accuracy. As long as a student's pronunciation of a word allows it to be recognized and comprehended, that pronunciation can be accepted at the beginning level. Efforts at later levels will be aimed at making the student's pronunciation more closely approximate that of a native speaker of English.

Words containing new sounds or sound sequences should be incorporated into lessons gradually and progressively until all sounds have been heard and practiced.

The following lists of vowels and consonants are provided as a checklist for the instructor.

VOWELS

	Symbols	Examples
1.	i	peach, be, machine, sweet, believe, receive, key
2.	ɪ	pin, myth
3.	e	take, pay, brain, reindeer, break, neighbor
4.	ɛ	bed, head, said
5.	æ	act, laughter
6.	a	car, heart, pot
7.	ɔ	talk, law, caught, brought, boss, haul, oar
8.	o	so, snow, float, hoe, though
9.	ʊ	stood, could, put
10.	u	pool, glue, shoe, to, two, group, new
11.	ə	above, rough, puppy
12.	aɪ	I, lie, guy, fly, light
13.	ɔɪ	toy, boil
14.	au	how, trout, bough

CONSONANTS

	Symbols	Examples
1.	p	pan, apple, top
2.	b	bar, table, rob
3.	t	tan, later, spent
4.	d	dog, paddle, had
5.	k	can, action, kick
6.	g	girl, legal, rag
7.	m	make, hammer, gum
8.	n	nest, hand, gun
9.	ŋ	banged, singing
10.	l	learn, melt, tell
11.	f	fine, rifle, photograph
12.	v	view, shovel, have
13.	θ	three, mathematics, both
14.	ð	then, bother, breathe
15.	s	say, last, cakes
16.	z	zoo, razor, plays
17.	ʃ	shake, nation, rush
18.	ʒ	treasure, garage
19.	h	her, rehearse
20.	tʃ	church, marching
21.	dʒ	jump, bridging, fudge
22.	w	walk, reward, row
23.	r	rent, carry, far
24.	y	you, playing, stay

SUGGESTED LESSON PLAN FORMAT

TEACHING ENGLISH AS A SECOND LANGUAGE

I. Objective(s): Grammatical Pattern: _____

_____

_____

Vocabulary: _____ _____

_____

_____

Pronunciation: _____

_____

_____

II. Motivation: _____

III. Topic/Situation: _____

IV. Materials: _____

_____

_____

V. Procedures: 1. Review and Reinforcement of Previous Work/Homework Correction _____

_____

_____

2. Pronunciation Practice: _____

_____

_____

3. Vocabulary Development: _____

_____

_____

_____

_____

4. Aural/Oral Development Grammatical Pattern: _____

Activities:

Evaluation:

5. Reading: _____

6. Writing: _____

7. Homework Assignment: _____

Supervisor's Checklist for Implementing the ESL Program

School: _____

Name of Supervisor: _____

Date: _____

		Yes	No	Incomplete Information
1.	Have all newly registered students who might be of limited English proficiency been identified by native language and interviewed by qualified school personnel to determine whether or not they might be eligible for the program?	___	___	___
2.	Have the English language proficiencies of all ESL students been tested using an English language instrument?	___	___	___
3.	Have the results of the above diagnoses been used to place the students in homogeneous ESL classes/groups?	___	___	___
4.	Have all students been scheduled for the appropriate number of ESL periods?	___	___	___
5.	Is evaluation of student progress ongoing?	___	___	___
6.	Is class placement adjusted, when necessary, in view of student progress?	___	___	___
7.	Have staff members received the appropriate curriculum materials for their classes?	___	___	___
8.	Have staff received training in effectively implementing the curriculum and materials?	___	___	___
9.	Is ESL lesson planning complete and up-to-date?	___	___	___
10.	Does the teacher use a variety of techniques and materials?	___	___	___
11.	Is there ongoing articulation between the ESL program and programs for the general school population?	___	___	___
12.	Have all non-ESL staff received orientation in the ESL program?	___	___	___

		Yes	No	Incomplete Information
13.	Has annual English language testing of all ESL students been planned?	___	___	___
14.	Have provisions been made for follow-up services for students no longer in the ESL programs?	___	___	___

GLOSSARY

affix - a prefix or a suffix

aspiration - the release of air that accompanies certain consonants at the beginning of a word

aural-oral - involving the use of both listening and speaking skills

auxiliary verb - one of the following words:

is	have	do	can	may
am	has	does	could	might
are	had	did	will	must
was			would	
were			shall	
			should	

cloze - an exercise or test in which a student is expected to complete a passage by filling in missing words which have been deleted systematically; e.g., when every 5th word has been deleted

cognate - a word whose spelling closely resembles that of a word in another language (e.g., English: education; Spanish: educacion)

communicative competence - the ability to express one's ideas (not necessarily using correct grammar)

consonant cluster - two or more adjacent consonant sounds

consonant digraph - two consonants written adjacent to each other but indicating only one sound (e.g., ph as in telephone)

content word - a word that by itself carries meaning; e.g., house - but not the

continuant - a sound that requires no cessation of air flow during its production (e.g., /s/, /f/, /z/)

contrastive analysis - an analysis of the elements of two languages to find out where they are similar and where they are different; e.g., The green chair vs the chair green (literal translation from French)

controlled vocabulary/grammar - vocabulary/grammar which is taken from a specified body of words/grammar structures intended for a certain level of proficiency

criterion-referenced test - a test used to determine whether a student has attained a predetermined level of mastery on specific items

culture - the way of life of a group of people who share a common historical experience and who share attitudes, values, traditions, and a language that identify the group as a people

decoding - understanding the written or spoken word; a receptive skill

diagnostic test - a test designed to determine specific areas of strength or weakness

elide - (see elision)

elision - the connecting of the final sound of one word and the initial sound of another word that occurs in fluent native speech, making it sound like a flow of words rather than a group of isolated words; e.g., The car is old.

embedded sentence - a subordinate clause which can be removed from the sentence to form another complete grammatical sentence, making change only in subject and verb word order; e.g., I know what he is doing.

encoding - producing language through either writing or speaking; using productive skills

extensive reading - reading in which the aim is to grasp major ideas in longer and longer bodies of material

function word - words such as articles and auxiliary verbs that hold sentences together and which are necessary to make them correct

functional - parallel to or useful for a real-life situation

gerund - form of a verb ending in ING used as a noun

guided writing - a writing exercise which is structured in a way that permits limited variation in the grammatical structures used by the student

homonym - a word that is pronounced exactly like another word but spelled differently

inflection - an ending which is added to a word, such as -s (changing it to a plural) - ed (changing it to past tense), or - er (changing it to a comparison)

intensive reading - reading in which the aim is to practice specific reading skills with relatively short bodies of material

intonation - the rising and falling of a person's voice that normally occurs when one is not speaking in a monotone

LEP - limited English proficiency, or limited English proficient

lexical - concerning or related to vocabulary words

lexicon - vocabulary words

linguistic competence - the ability to use correct grammar

mainstream - (to place in) classes with native speakers of English

modal - one of the following:

can	could	
will	would	
shall	should	
may	might	must

morphology - the rules that govern the correct use of word endings and function words

noun phrase - a group of words forming a unit in which the noun is the most important word; e.g., a red house; some very ripe apples

pattern - a specific sequence of words and word endings; e.g., He is working. (present continuous tense)

pattern practice - practice (usually oral) in the use of a particular grammatical pattern

periodic sentence - A sentence in which the most significant element or part is placed in the final position

phonology - the group of sounds used in spoken language

productive skill - ability to use language in speaking or writing

receptive skill - ability to understand something through listening or reading

reduced form - a spoken group of words in which some sounds are eliminated or pronounced less distinctly; e.g., want to — wanna

reduction - (see reduced form)

rhythm - the pattern of stressed words and syllables

schwa - the unstressed sound of a in about; the most common sound in English

semantic - related to the meaning of a word or group of words

spiraling curriculum - a curriculum in which something is introduced at one point but brought in again at a later point for reinforcement and refinement

standardized test - a test that has been pre-tested on a large number of people in order to establish norms for a certain population of examinees. NOTE: not all published tests have been standardized.

stop - a consonant that requires the speaker to temporarily halt the flow of air from the mouth (e.g., p, t, ʔ)

stress - the relative force with which a syllable or word is uttered

structure - (see pattern and syntax)

subordinate clause - a group of words containing a subject and a verb but introduced by a word that does not allow it to stand alone as a complete sentence; e.g., that he was late

syntax - the rules that govern the order of words in correct English

taxonomy - a systematic presentation of the elements of a body of knowledge usually in the form of a chart or list

transference - the carrying over of a skill used in one language to another language

transformation - an operation performed on a sentence which changes the form of the sentence (and, possibly, the meaning) without deleting any major words

e.g., I gave the book to her.
I gave her the book.

State of New York
The Education of Students of Limited English Proficiency
Chapter 827 of the Laws of 1982

Section 1. Subdivision two of section thirty-two hundred four of the education law, as amended by chapter ten hundred fifty-two of the laws of nineteen hundred seventy-four, is amended to read as follows:

2. Quality and language of instruction; text-books. Instruction may be given only by a competent teacher. In the teaching of the subjects of instruction prescribed by this section, English shall be the language of instruction, and text-books used shall be written in English, except that for a period of three years, which period may be extended by the commissioner with respect to individual pupils, upon application therefor by the appropriate school authorities, to a period not in excess of six years, from the date of enrollment in school, pupils who, by reason of foreign birth or ancestry have limited English proficiency, shall be provided with instructional programs as specified in subdivision two-a of this section and the regulations of the commissioner. The purpose of providing such pupils with instruction shall be to enable them to develop academically while achieving competence in the English language. Instruction given to a minor elsewhere than at a public school shall be at least substantially equivalent to the instruction given to minors of like age and attainments at the public schools of the city or district where the minor resides.

2. Subdivision two-a of section thirty-two hundred four of such law is REPEALED and a new subdivision two-a is added to read as follows:

2-a. Instructional programs for pupils of limited English proficiency.

1. Each school district which is receiving state funds for the education of pupils of limited English proficiency shall develop a comprehensive plan consistent with requirements as the commissioner may establish in regulations to meet the educational needs of such pupils.

2. The board of education of each school district receiving such funds shall provide a program of bilingual education or English as a second language for eligible pupils and may contract with a board of cooperative educational services or another school district to provide such program, provided that in a city having a population of one million or more, the community school boards shall provide such program in the schools within their jurisdiction.

3. Eligibility for such programs shall be based on the following criteria. A pupil who by reason of foreign birth or ancestry speaks a language other than English, and either understands and speaks little or no English, or who has been identified by any English language assessment instrument approved by the commissioner as a pupil of limited English proficiency, shall receive a program of bilingual education or English as a second language in accordance with standards established by the commissioner. A pupil's proficiency in the English language shall be measured annually by such language assessment instrument in order to determine further participation in bilingual education or English as a second language program in accordance with standards established by the commissioner, subject to the provisions of subdivision two of this section. The parent or guardian of a pupil designated as limited English proficient shall be informed by the local school authorities of the pupil's placement in an instructional program.

4. Bilingual programs shall be designed to:

(a) provide content instruction for children of limited English proficiency using the child's native language and English;

(b) provide native language instruction; and

(c) provide English as a second language instruction.

5. English as a second language program shall be designed to develop skills in listening, speaking, reading and writing the English language, and assist in the learning of content areas through monolingual instruction in English.

6. The commissioner shall establish, by regulation, standards for approved programs for pupils of limited English proficiency.

7. After a pupil is enrolled in a regular instructional program, he may receive additional instruction in his native language.

8. A school district which provides a program of bilingual education or English as a second language designed to meet the needs of pupils of limited English proficiency, shall be empowered to:

(a) impart to pupils a knowledge of the history and culture associated with their native languages;

(b) establish closer cooperation between the school and the home;

(c) provide early childhood educational programs related to the purposes of this section and designed to improve the potential for profitable learning activities by children;

(d) offer adult education programs related to the purposes of this section, particularly for parents of pupils with limited English proficiency;

(e) provide programs designed for dropouts or potential dropouts having need of such programs; and

(f) provide other activities deemed desirable to further the purposes of this section.

9. Any duly authorized local educational agency or agencies is hereby empowered to make application for any grant or grants in furtherance of this section under any public law enacted by the United States Congress.

3. This act shall take effect on the first day of September next succeeding the date on which it shall have become a law.

REPEAL NOTE - Subdivision two-a of section thirty-two hundred four of the education law, which is repealed, authorizes each board of education to determine the circumstances and necessity wherein instruction shall be given bilingually.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Teacher Certification

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION
Pursuant to Sections 207 and 3004 of the Education Law

The Regulations of the Commissioner of Education have been amended, effective September 1, 1983 by the addition of a new section 80.10 to read as follows:

80.10 Certificate valid for teaching English to speakers of other languages (N-12).

(a) Provisional Certificate.

(1) Preparation. The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by the Regents to confer degrees and the programs of which are registered or approved by the department, and shall have completed within, or in addition to, that degree:

(i) Twelve semester hours in professional education to include study in methodology, materials, and evaluation of teaching English to speakers of other languages.

(ii) Twenty-four semester hours of collegiate study including twelve semester hours of study of a language and culture other than English (or the equivalent); study in sociological and anthropological aspects of language; linguistics including English linguistics; the foundations, theory and practice of bilingual/bicultural education.

(iii) College-supervised student teaching experience in the teaching of English to speakers of other languages, except that one year of paid-full-time school experience as a teacher of English to speakers of other languages may be accepted in lieu of the college-supervised student teaching when such experience carries the recommendation of the employing school district administrator.

(iv) Language proficiency. The candidate shall demonstrate proficiency in English by a level of performance satisfactory to the commissioner on an examination acceptable to the commissioner.

(2) Time validity. The provisional certificate shall be valid for five years from date of issuance.

(b) Permanent Certificate. The candidate shall have completed two years of school experience as a teacher of English to speakers of other languages and a master's degree in an area functionally related to the field of teaching service, as defined by the commissioner. The total program of preparation shall include the preparation required for the issuance of the provisional certificate.

(c) Interstate agreement on qualifications of educational personnel. A provisional certificate may be issued to an applicant who has completed a program of preparation in teaching English to speakers of other languages at an approved institution of higher education or who has attained an initial regular certificate which is valid to teach English to speakers of other languages in a state which has contracted with the State of New York pursuant to Education Law section 3030.

(d) Statement of Continued Eligibility. (1) A person employed in a position in New York State as a teacher of English to speakers of other languages for three of the five years immediately preceding September 1, 1983, may be issued a statement of continued eligibility pursuant to which such person may continue to teach English to speakers of other languages without a certificate described in this section, provided such person holds a permanent certificate which is valid for service in any area of certification set forth in this Part.

(2) A statement of continued eligibility shall be limited to the teaching of English to speakers of other languages, but shall be valid for service in any school district.

(3) Applications for the statement of continued eligibility must be filed in the Department by September 1, 1984.